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ABSTRACT

The 1990 High School Transcript Study provides information regarding current course offerings and students' course-taking patterns in the nation's secondary schools. Since similar studies were conducted of the course-taking patterns of 1987 and 1982 graduates, changes can be studied. Transcripts were collected from 21,589 students who graduated from 330 nationally representative high schools in 1990. About three-fourths had participated in the National Assessment of Educational Progress. The study produced the following nine data files that are available on tape: (1) the Classification of Secondary School Courses (CSSC) Master File; (2) the CSSC Text File; (3) the Course Offerings File; (4) the School File; (5) the Student File; (6) the Linked Weights File; (7) a file with information on limited English proficiency and handicapped students; (8) the Test and Honors File; and (9) the Transcript File (list of all courses). This user's manual describes sampling, data collection, data processing, weighting and variance estimation, and the data files. Seventeen tables, three figures, and two exhibits present information about the study. Fifteen appendixes describe the files and include the questionnaires. (SLD)

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User's Manual May 1993

The 1990 High School Transcript Study Data File User's Manual

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User's Manual May 1993

The 1990 High School Transcript Study Data File User's Manual

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May 1993

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1. OVERVIEW

The 1990 High School Transcript Study (HSTS) was conducted by Westat, Inc. for the U.S. Department of Education's National Center for Education Statistics. This study provides the Department of Education and other educational policy makers with information regarding current course offerings and students' course-taking patterns in the nation's secondary schools. Since similar studies were conducted of course taking patterns of 1987 and 1982 graduates, changes in these patterns can be studied.[1] In particular, the data from this study permit analysts to investigate the impact of the Core Curriculum introduced in the 1980s. Another research objective was the comparison of course taking patterns to results on the 1990 National Assessment of Educational Progress (NAEP). NAEP is a federally funded, on-going, periodic assessment of educational achievement in the various subject areas and disciplines taught in the nation's schools. Since 1969, NAEP has gathered information about levels of educational achievement of 9-, 13-, and 17-year-olds across the country.

In the Spring of 1991, Westat collected high school transcripts from 21,589 students who graduated from American high schools in 1990. These students attended 330 schools that had been sampled for NAEP in 1990. The sample of schools was a nationally representative sample and the sample of students was a representative sample of graduating seniors from each school. The NAEP sample included students who were in 12th grade at the time of the NAEP sampling. The transcript study includes only those students whose transcripts indicate that they graduated between January 1, 1990, and December 31, 1990. Approximately three-fourths of the students included in the transcript study participated in NAEP assessments in 1990. The remaining students were sampled specifically for the transcript study either because their schools had not agreed to participate in the NAEP study or had participated in NAEP, but had not retained their administration materials linking student identification numbers to student names.

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[1] The 1987 data were collected by Westat in coordination with the 1987 NAEP (1989). The 1982 data were collected by the National Opinion Research Center as part of the High School and Beyond project (1982).

The Coding System

In order to compare transcripts from different schools, it is necessary to code each of the courses entered on the transcripts using a common taxonomy. The coding system employed for this purpose was a modification of the Classification of Secondary School Courses (Ludwig, et al.). The CSSC, which contains approximately 2000 course codes, is a modification of the Classification of Instructional Programs (CIP) that is used for classifying college courses (Morgan, et al.). Both systems use a three-level, six-digit system for classifying courses. The CSSC uses the same first two levels as the CIP, which are represented by the first four digits of each code. The third level of the CSSC (the fifth and sixth digits of the course code) are unique to the CSSC and represent specific high school courses.

The CSSC also uses an additional one-digit "handicapped" flag and a one-digit "sequence" flag. The handicapped flag indicates whether a course is open to all students or is restricted to handicapped students. The sequence flag indicates whether a course is part of a sequence of courses and its place in that sequence. The handicapped flag was added to the CSSC during the 1987 transcript study. The sequence flag was added during the current study.

During both the 1987 study and the current study, courses appearing on student transcripts were also coded to indicate whether they were transfer courses, offered off campus, honors or above grade-level courses, remedial or below grade-level courses, or designed for students with limited English proficiency (LEP) and/or taught in a language other than English.

We used course catalogs and other materials and information from the participating schools to determine the codes assigned to each course. We also entered the grade and credits received for each course and standardized them into a consistent system.

Student Information

Information gathered for all students included sex, grade level, birth year, birth month, graduation status, and race/ethnicity. When it was available, we also gathered date of entry to the school, the graduation date, type of diploma, number of days absent in each of 4 years (9th grade, 10th grade, 11th grade, and 12th grade), grade point average, and class rank. In addition, we listed all awards and standardized tests taken by each student as reflected on his or her transcript. We planned to list all disciplinary actions on the transcripts, but none were found.

The following additional information, as reported by the student's teacher, was collected for handicapped students: grade-level equivalent performance in English and mathematics, proportion of placement in mainstream classes, type and severity of disability, and special services provided. The following additional information, as reported by the student's teacher, was collected for students with limited English proficiency: English and mathematics grade levels, percentage of the day spent in special language programs, native language, information on the student's linguistic environment, type of specialized instruction, number of years that the student has been in a special language program, and the student's ability to speak, understand, read, and write English.

Student transcript data were weighted for the purpose of making estimates of course taking patterns by students in the class of 1990 nationwide. Six sets of weights were created:

- Weights for all students who participated in the transcript study; i.e., for whom a transcript was received and coded;
- Five sets of "linked" weights for students who participated in both the transcript study and NAEP. Since students participating in NAEP were selected to participate in the assessment of a particular subject, separate weights were developed for the students in each subject-specific assessment:
    - Weights for students who participated in the transcript study and the NAEP reading assessment;
    - Weights for students who participated in the transcript study and the NAEP science assessment;
    - Weights for students who participated in the transcript study and the NAEP mathematics assessment; and
    - Weights for students who participated in the transcript study and the NAEP mathematics estimation assessment; and
    - Weights for students who participated in the transcript study and were excluded from NAEP because of a handicap or limited English proficiency.

In each set of weights the final weight attached to an individual student record reflects two major aspects of the sample design and the population surveyed. The first component, the base weight, was used to expand sample results to represent the total population and reflected the probability of selection in the sample (the product of the probability of selecting the primary sampling unit (geographic area), the probability of selecting the school within the primary sampling unit, and the probability of selecting the student within the school). The second component resulted from the adjustment of the base weight to account for nonresponse within the sample and to ensure that the resulting survey estimates of certain characteristics (race/ethnicity, size of community, and region) conformed to those known reliably from external sources.

Estimation of sampling errors was performed by an application of the jackknife replication procedure. A set of replicate weights (in this case 56) was attached to each record, one for each replicate. Variance estimation was performed by repeating the estimate procedure 57 times, once using the original full set of sample weights, and once each for the set of 56 replicate weights. The variability among replicate estimates was used to derive an approximately unbiased estimate of the sampling variance. This procedure was used to obtain sampling errors for a large number of variables for the whole population and for specified subgroups.

Data Files

The study has produced a set of 9 data files that are available on a restricted use tape:

- The Master CSSC File -- The Classification of Secondary School Courses (CSSC) including all modifications made to the original (1982) CSSC during the 1987 and 1990 transcript studies. This file has separate variables for the CSSC code, the handicap flag, the sequence flag and the course title.
- The CSSC Text File -- This file contains the full CSSC text formatted for easy printing. It includes alternate titles and the full CSSC course description.
- The Course Offerings File -- Provides a comprehensive listing of the courses offered in the 330 schools included in the study. A code from the CSSC has been associated with each course title.
- The School File -- Provides detailed information on the schools from which the students were sampled.

- The Student File -- Provides demographic information on all students included in the study as well as weighting data and summaries of their course taking histories.
- Linked Weights File -- Provides weights for use when performing analyses relating transcript data to NAEP assessment results.
- The IEP/LEP Questionnaire File -- Provides information on the handicapped students and students with limited English proficiency who are included in the study.
- Test and Honors File -- Provides a list of honors and standardized test results that were included on the transcripts.
- The Transcript File -- Provides a complete list of all courses appearing on the transcripts of students included in the study.

2. SAMPLING OF SCHOOLS AND STUDENTS FOR THE 1990 HIGH SCHOOL TRANSCRIPT STUDY

The 1990 High School Transcript Study (HSTS) was designed to allow an analysis of the course-taking patterns of students who graduated from American high schools in 1990. In addition, it was designed so that data on students' course taking patterns could be linked to the 1990 National Assessment of Educational Progress (NAEP) assessment results.[1]

To enable the link between the HSTS and NAEP, the HSTS used the same sample of schools as the 1990 NAEP assessment for grade 12/age 17. Although the target sample of students within the schools was also the same, the HSTS sample was restricted to 12th graders while NAEP assessed both 12th graders and students who were 17 years old (students born in 1972).

2.1 NAEP Sample Design

The samples for the 1990 NAEP assessment were selected using a complex, multistage sample design that involved sampling students from selected schools within 97 selected geographic areas, called primary sampling units (PSUs), across the United States.

The sample design had four stages of selection:

(1) Selection of geographic PSUs (counties or groups of counties);

(2) Selection of schools within PSUs;

(3) Assignment of session types[2] to schools; and

(4) Selection of students for session types within schools.

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[1] The 1987 data were collected by Westat in coordination with the 1987 NAEP (Westat, 1989). The 1982 data were collected by the National Opinion Research Center as part of the High School and Beyond project (Jones, et al., 1983).

[2] There were three distinct types of session: Reading/Science, Mathematics and Mathematics Estimation. See *1990 NAEP Technical Report*, Section 3.2 (Johnson and Allen, 1992).

The main sample represented all grade 12 students in the U.S. However, within the main sample, private schools and also public schools with moderate or high enrollment of Black or Hispanic students were oversampled to increase the reliability of estimates for private school students, and for students in these two minority groups.

For details of the sample selection procedure, including the selection of the 97 PSUs, and information on the results of the sampling process, see Chapter 3 of the *NAEP 1990 Technical Report* (Johnson and Allen, 1992). For a shorter version of the sample selection procedure which is focussed on those aspects affecting the transcript study, see Chapters 2 and 3 of the *1990 High School Transcript Study Technical Report.*

2.1.1 School Samples for NAEP

Schools within each PSU were selected (without replacement) with probabilities proportional to assigned measures of size. Equal measures of size were assigned to schools containing estimates of 12th-grade/age 17 students ranging from 20 to 200. Schools with more than 200 eligible students were selected within the selected PSUs, with probabilities proportional to the number of grade/age-eligible students. Schools with fewer than 20 estimated 12th-grade/17-year-old students were assigned somewhat lower measures of size, and thus lower probabilities of selection, since assessment in these schools involved substantially higher per-student administrative costs.

Each public school with minority (Black and/or Hispanic) enrollment in excess of 15 percent of total enrollment was given double the probability of selection of a public school of similar size in the same PSU with minority enrollment below 15 percent. Overall probabilities of selection for such high-minority schools were twice those for other schools of the same size from a given PSU in order to enlarge the sample of Black and Hispanic students, thereby enhancing the reliability of estimates for these groups. For a given overall size of sample, this procedure reduces somewhat the reliability of estimates for all students as a whole and for those not Black or Hispanic.

Each private school was given triple the probability of selection of a low-minority public school of similar size. These greater probabilities of selection were used to ensure adequate samples of private school students, in order to allow for the derivation of reliable estimates for such students. The total number of schools selected was determined to be such that the predesignated student sample sizes would be achieved by selecting all eligible students in a selected school, up to a maximum of 200, allowing for losses due to nonparticipation of selected schools and students and the exclusion of handicapped and limited English proficient students from the assessment.

In a very few PSUs where school refusals were relatively heavy, substitute school selections were made, replacing the refusals (to the extent feasible) with schools from within the same PSU and similar in size, affiliation (public, Catholic, or other private), grade span, and minority composition. The goal of this procedure was to maintain the student sample sizes needed, while keeping variance and nonresponse bias at acceptable levels. Table 2-1 shows the number of in-scope schools selected and cooperating. The participation rates given are based on the initially selected sample of schools. These response rates are comparable with those of previous NAEP assessments conducted during the 1980s. Note that since the response rates quoted do not include the substitute selections, the potential for nonresponse bias is likely to be a little less than these rates would indicate. This is because the substitute selections were chosen based on their similarity to the initially refusing selections.

Table 2-1. Number of schools selected, refusing, and participating in the NAEP grade 12/age 17 main sample

	Total	Public	Private*
Selected in scope	417	256	161
Refusals	78	47	31
Participation rate of originally selected schools	81%	82%	81%
Participating, no eligibles enrolled	38	11	27
Substitutes participating	3	2	1
Final assessed sample	304	200	104

*Catholic and other private schools.

Having established that a given school would be participating, assessment sessions were assigned to the school. Three different session types were administered at each age class. One was a spiraled, print-administered session, in which some students were assessed in reading while others were assessed in science. The second was a spiraled, print-administered mathematics session. The third involved a tape-administered mathematics booklet. These three session types were assigned among the selected schools found to be in-scope and, at the time of assigning sessions, to schools that were likely or possible participants in NAEP.

2.1.2 Sampling Students

In the fourth stage of sampling, a consolidated list was prepared for each school of all grade-eligible and age-eligible students. A systematic selection of eligible students was made from this list (unless all students were to be assessed) to provide the target sample size.

A maximum of 200 was established as the number of students who would be selected for a given school. In those schools that had fewer than 200 eligible students, all eligible students were selected. In other schools, a sample of students was drawn.

2.1.2.1 Excluded Students

Once the student sample was selected, school authorities were asked to review the list and to identify students classified by the schools as limited English proficient (LEP) and students with an Individualized Education Plan (IEP) for reasons other than being gifted and talented. The school staff was then asked to determine whether any students so identified were unassessable and should be excluded.

Table 2-2 shows the rate of exclusion for both public and private schools. A notable effect was the much higher rates of exclusion in public schools than in private.

Table 2-2. Student exclusion rates for grade 12/age 17 by school type, unweighted

School type	Percentage excluded in 1990
Public	4.9
Private	0.9
Total	4.2

2.1.2.2 Student Participation Rates

Table 2-3 summarizes the rates of participation of invited students. The set of invited students consists of the selected students, after removing the excluded students. For a given session, a makeup session was scheduled when, for various reasons, more than a tolerable number of invited students failed to attend the originally scheduled session to which they were invited. The participation rates given in the table express the number finally assessed as a percentage of those initially invited in the participating schools. The participation rate of private school students exceeds that of public school students.

Table 2-3. Student participation rates for grade 12/age 17 by school type, unweighted

School type	Number invited	Participation rate (percentage)
Public	28,383	80.0
Private	6,492	87.3
Total	34,875	81.3

2.2 Transcript Study Sample Design

The purposes of the 1990 High School Transcript Study (HSTS) are to gather data on a national representative sample of students who graduated from American high schools in 1990 and to gather data that can be linked to NAEP results. For the HSTS school sample to be as representative as possible, it included all schools with 12th grades that were selected for NAEP regardless of whether they participated in NAEP. A representative sample of students was included from each school. When possible, the students selected for the transcript study were the same students who were selected for NAEP. When this was not possible, a systematic sample of students was drawn from the school for the transcript study. The school sample and the student sample are described below.

2.2.1 School Sample

As discussed in Section 2.1, the 1990 NAEP sample included both schools with 12th grades and schools without 12th grades that had 17-year-old students enrolled. The 1990 HSTS sample, however, included only schools selected for the NAEP main sample that had 12th grade. There were 379 grade 12/age 17 schools in the NAEP sample, and these schools were invited to participate in the transcript study. Where schools refusing to participate in NAEP were replaced by substitute schools, the substitute schools, not the refusals, were asked to participate in the HSTS. All three of the substitute schools with 12th grade that participated in NAEP also participated in the transcript study. These three schools represent less than 1 percent of the schools in the sample, and slightly over 1 percent of the transcripts that were coded.

As shown in Table 2-4, 283 schools participated in both the NAEP assessment and the Transcript Study. Eight schools from the NAEP sample had 17-year-old students but were ineligible because they had no 12th grade. Forty-seven schools that did not participate in NAEP did agree to participate in the Transcript Study. Forty-one schools refused to participate in the Transcript Study or failed to provide usable data. Table 2-5 shows the participation status by school type (public/private) and overall.

Table 2-4. Number of schools participating or not in NAEP by the number of schools participating or not in the transcript study

1990 Transcript Study status	1990 NAEP school status		
	Participating	Refusing	Total
Total selected	304	75	379
Out-of-scope*	4	4	8
Eligible for transcript study	300	71	371
Participating	283	47	330
Refusing	17	24	41
Participation rate of eligible schools in transcript study	94.3%	66.2%	88.9%

*Schools with 17-year-old students, but no 12th graders.

Table 2-5. Number of schools selected, refusing, and participating in the transcript study

	Total	Public	Private**
Total selected	379	245	134
Out-of-scope*	8	3	5
Eligible for transcript study	371	242	129
Participating	330	223	107
Refusing	41	19	22
Participation rate of selected schools	88.9%	92.1%	82.9%
NAEP substitutes included among participating schools	3	2	1

*Schools with 17-year-old students, but no 12th graders.

**Catholic and other private schools

2.2.2 Student Sample

For schools participating in both NAEP and HSTS, the same students were, where possible, included in the two samples. For privacy reasons, the only means of identifying the names of students participating in NAEP is a list left in the school office. Since the NAEP assessments were administered in the Winter and Spring of 1990, the schools were asked to preserve the NAEP administration schedules until the HSTS data collection in the Spring of 1991. A majority (N=204) of the schools did so, but 79 were unable to provide these lists when our field personnel visited the school to collect the transcripts.

For schools that participated in NAEP but were missing their NAEP administration schedules and for schools that agreed to provide transcripts but did not participate in the NAEP assessment, our field staff sampled the students at the school using the following rules:

- If 60 or fewer students were in the senior class, then transcripts were collected for the complete class.
- If more than 60 students were in the senior class, then the field supervisor drew a systematic random sample of 50 transcripts.

Students who were sampled by the field staff all have ID numbers beginning with 990. All other students have ID numbers that are the same as their NAEP booklet ID numbers. A variable (LINKED) on the School File indicates whether a school participated in NAEP and whether the original NAEP sample of students was used in the transcript study. A value of "1" indicates that the school participated in NAEP and student IDs are NAEP booklet numbers. A value of "2" indicates that the school did not participate in NAEP, and students were sampled in the field. A value of "3" indicates that the school participated in NAEP, and a new sample was selected in the field for the transcript study.

2.2.3 Nonresponse Within Schools

Since transcripts were requested for all students in the NAEP sample, whether or not they actually took the NAEP assessment, there is no residual effect of NAEP nonresponse on the transcript study, other than through the inclusion of the three NAEP substitute schools.[3] However, schools were not always able to provide us with all of the requested transcripts. Some reasons for this included:

- The student had transferred from the school and his or her transcript had been forwarded to the new school.
- The school could find no record of the student.

Even if a transcript could not be obtained, we attempted to collect the following information on a student:

- Graduation status;
- Sex;
- Race/ethnicity;
- Birth date; and
- Grade.

Using this information, we were able to ascertain that many of the students for whom transcripts were not obtained did not graduate, and were thus not within the scope of this study. Tables 2-6 through 2-8 compare the distribution of students for whom we obtained transcripts with that for students for whom we did not obtain transcripts.

Table 2-6. Number of transcripts received or not received by gender

Gender	Transcripts received		Total
	Yes	No	
Male	10,510 (48.3%)	857 (57.7%)	11,367 (48.8%)
Female	11,265 (51.7%)	613 (41.3%)	11,878 (51.0%)
Unknown	9 (0.0%)	16 (1.1%)	25 (0.1%)
Total	21,784 (100.0%)	1,486 (100.0%)	23,270 (100.0%)

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[3] Analyses linking NAEP data to HSTS data are, of course, affected by NAEP nonresponse. We constructed separate sets of weights for use in such analyses (see Appendix N).

Table 2-7. Number of transcripts received or not received by exit status

Exit status	Transcripts received				Total	
	Yes		No			
Graduates:						
Standard diploma	19,930	(91.5%)	61	(4.1%)	19,991	(85.9%)
Honors diploma	1,403	(6.4%)	0	(0.0%)	1,403	(6.0%)
Special education diploma	126	(0.6%)	1	(0.1%)	127	(0.5%)
Attendance certificate	72	(0.3%)	14	(0.9%)	86	(0.4%)
Nongraduates:						
Still enrolled	102	(0.5%)	266	(17.9%)	368	(1.6%)
Dropout	62	(0.3%)	518	(34.9%)	580	(2.5%)
Other nongraduate	65	(0.3%)	166	(11.2%)	231	(1.0%)
Other:						
Unknown	0	(0.0%)	326	(21.9%)	326	(1.4%)
Out-of-scope	24	(0.1%)	134	(9.0%)	158	(0.7%)
Total	21,784	(100.0%)	1,486	(100.0%)	23,270	(100.0%)

Table 2-8. Number of transcripts received or not received by race/ethnicity

Race/ethnicity	Transcripts received				Total	
	Yes		No			
White	15,350	(70.5%)	696	(46.8%)	16,046	(69.0%)
Black	2,832	(13.0%)	236	(15.9%)	3,068	(13.2%)
Hispanic	1,844	(8.5%)	173	(11.6%)	2,017	(8.7%)
Asian/Pacific Islander	870	(4.0%)	57	(3.8%)	927	(4.0%)
American Indian/Alaskan Native	134	(0.6%)	8	(0.5%)	142	(0.6%)
Other	49	(0.2%)	2	(0.1%)	51	(0.2%)
Unknown	705	(3.2%)	314	(21.1%)	1,019	(4.4%)
Total	21,784	(100.0%)	1,486	(100.0%)	23,270	(100.0%)

Clearly, there is no great bias in the collection of transcripts for males and females or by race/ethnicity. The preponderance of missing transcripts was among those students who did not graduate. Of those students known to have graduated, we were unable to obtain transcripts for only 68.

Some collected transcripts were not included in the final set of coded transcripts. Some reasons for this included:

- A transcript was received from the school, but was not sufficiently legible to enter and code.
- Information on the transcript showed that the student was not in the scope of the study. For instance, in a handful of cases, students were found to have graduated prior to 1990, but were taking an extra year of "postgraduate" study.
- Although all 12th graders were included in the universe for each school when the transcripts were collected, a change in the contract after data collection but before data entry and coding narrowed the scope of the project to 1990 graduates. The analysis of students who fail to graduate is substantially more complicated than those who finish, and unless they are left out of nearly all analyses, the analysis of credits earned can be confounded. The 17-year-old, non-12th graders were also left out for the same reason. To be consistent with the 1987 transcript study, the transcripts of students who were still enrolled in school, drop outs, transfers, or who received GED diplomas were excluded from the study.

We requested transcripts for 23,270 students from the participating schools. Of these, we found that 158 students were out of scope because they had graduated prior to 1990, were not in 12th grade, or were foreign exchange students. This left 23,112 students. We were able to obtain neither transcripts nor information regarding the graduation status for 326 students. Of the remaining 22,786 students, 1,179 were out of scope because they did not graduate. They were either still enrolled (N=368), dropouts (N=580), or had left school for other reasons (e.g., transfers, passed GED test, etc.; N=231). Thus, we were able to determine the graduation status for 98.6 percent of the 12th graders for whom we requested transcripts. Of the 21,607 known graduates for whom we requested transcripts, we received 21,531 (99.6%).

As a measure of our success in obtaining transcripts from schools, we can define the overall within-school response rate as the number of in-scope transcripts received divided by the number of 12th-grade graduates in the sample. For this purpose, we will assume that the 326 students for whom we received neither transcripts nor graduation status were, in fact, 12th-grade graduates. Thus, using the data in Table 2-7, the overall within-school response rate is

$$\frac{19{,}930 + 1{,}403 + 126 + 72}{19{,}991 + 1{,}403 + 127 + 86 + 326} = \frac{21{,}531}{21{,}933} = .982$$

The overall response rate (school response rate multiplied by within-school response rate) is 87.3 percent (.889 x .982). Appropriate nonresponse adjustment factors were included in the determination of the weights for each school and student (see Chapter 6 of the *1990 High School Transcript Study Technical Report*).

Rates for public and private schools are displayed in Table 2-9.

Table 2-9. Response rates by type of school, in percentage

	Public	Private	Overall
School response rate	92.1	82.9	88.9
Within-school response rate	97.8	99.5	98.2
Overall response rate	90.1	82.5	87.3

3. DATA COLLECTION AND DATA PROCESSING

This chapter provides a summary of those aspects of our data collection and data processing procedures that are useful for an understanding of the data files. Detailed descriptions of these procedures are contained in Chapters 4 and 5 of the *1990 High School Transcript Study Technical Report*.

3.1 Data Collection Procedures

Data collection involved contacting schools; collecting transcripts, catalogs, and related data from the schools; reviewing the materials in the field; removing identifying information from transcripts prior to shipping them to Westat; reviewing the material upon receipt at Westat; and logging and filing all the materials. These steps are described in the sections that follow.

3.1.1 Contacts with Districts and Schools

In anticipation of the High School Transcript Study, eligible schools were informed during their 1990 NAEP assessment that such a followup was possible. A letter was left with all schools from which 12th graders were assessed, stating that this study could possibly occur and asking them to hold onto their NAEP materials through January 1991. In the Fall of 1990, a followup letter (with an enclosed postcard) was sent to these participating schools, informing them that the Transcript Study would likely be taking place and asking the schools to hold on to their NAEP materials through June 1991. This second notification should have been received prior to the disposal of any 1990 NAEP assessment lists and other documentation. The schools were asked to return the postcard, indicating whether or not they had retained their NAEP materials. About half the schools returned the postcard and about 65 percent of these schools indicated that they still had these materials. No contact was made at this time with eligible schools which did not participate in the 1990 NAEP assessment.

On February 15, 1991, all districts and schools were sent a packet of information about the project. These packets included letters from NCES and NAEP/Westat and a Summary of

School Activities. In addition, each district received a list of the selected schools from the district. There were two versions of the letter to schools from NAEP - one for schools that participated in NAEP 1990 and one for schools that did not.

Before contacting an individual school, a call was made to the district to obtain approval. It was explained to superintendents from districts/schools which had not participated in the previous assessment that the original sample for 1990 NAEP was a nationally representative sample of schools, and for that reason it was important to go back to all the initial schools. In originally non-participating schools, the plan was to select a sample of about 50 students and provide the same confidentiality safeguards with these samples as with all NAEP students; that is, student names would not be on any papers that left the school. Supervisors also emphasized that a school's participation in the High School Transcript Study would not involve any student time.

Once authorized by the district, individual schools were contacted and the following points discussed:

- Whether a school that participated in NAEP had retained the materials needed for HSTS;
- If the school had not participated in NAEP or could not find the materials, specifications were given for preparing a list of students who were 12th graders in 1990;
- Procedures for obtaining transcripts for the selected students and the method for reimbursing the school for the expense;
- The availability of a course catalog or description; and
- An appointment was set to visit the school to prepare the transcript requests and obtain the course catalogs.

3.1.2 Identifying the Sample Students and Obtaining Transcripts

During the initial visit to schools, supervisors made a final determination as to whether the 1990 NAEP materials were really available and usable. If the materials were available, the supervisor reviewed them by comparing the school's completed copies of the Administration

Schedule with the Westat copy which was included in the School Folder. In some schools where Administration Schedules could not be found but the student lists used in sampling were available, it was possible to reconstruct the NAEP sample by matching demographic characteristics of the sampled students from the Westat copy of the Administration Schedules to the sample list. If more than half the pages from the Administration Schedules were missing and could not be located, a new sample of 1990 12th graders was selected. In the event that a school had gone to the trouble of assembling a list of 1990 12th graders and their misplaced 1990 Administration Schedules turned up while the supervisor was at the school, the 1990 sample of NAEP students was always used.

3.1.2.1 Schools with NAEP Materials

Transcripts were requested for students who were assessed, sample students absent during assessment, and the IEP/LEP students who were sampled but excluded by the school from participating in the 1990 NAEP assessment. A Transcript Request Form (TRF) was completed and given to the appropriate staff in order to request the transcripts. Data available from NAEP files (NAEP ID and demographic variables) were preprinted on the form. The TRFs contained the following information:

- **Student Name** - Supervisors recorded the first name, middle initial, and last name of each assessed, absent, or excluded student listed on the Administration Schedule. These entries were made to correspond to the pre-printed NAEP ID.
- **NAEP ID** - The 8-digit NAEP assessment booklet numbers, absent student form numbers, and excluded student questionnaire numbers from the 1990 assessment were pre-printed in ID order. Since IDs were printed for 12th graders only, this column on the Transcript Request Form identified all students for whom we needed transcripts. On pre-printed forms, this column also indicated whether a student was enrolled in a special education program, had limited English proficiency, or both.
- **Exit Status** - Using information provided by the school, supervisors assigned one of the following codes to describe each student's outcome at the school:

  1. Graduated with a standard diploma;
  2. Graduated with an honors diploma;
  3. Received a diploma with special education adjustments;

4. Received a certificate of attendance;

5. Still enrolled in this school;

6. Dropped out; and

7. Other (such as transferred, GED, unknown).

Sometimes the exit status was determined directly from the transcripts and sometimes it was provided by other sources at the school.

- **Birth date, Sex, and Race/Ethnicity** - This information was pre-printed for each sampled student to help the supervisor identify these students. If for some reason this information was not pre-printed, it was recorded from the Administration Schedule. If the school informed a supervisor that some of this information was incorrect, the supervisor marked the correct information on the TRF.

- **Transcript Received** - Supervisors placed a checkmark in this column to document that the transcript for a given student had been received.

Once the Transcript Request Form had been completed by carefully transferring student information from the Administration Schedules, the supervisor filled out the summary box at the top of the form and requested transcripts according to the procedures set forth by the school.

3.1.2.2 Schools Without NAEP Materials

If a school did not participate in 1990 NAEP or the 1990 materials could not be located, a new sample of students was selected. Schools were asked to compile a list of students enrolled in the 12th grade during the spring of 1990, using either an HSTS Student Listing Form or their own computer-generated or annotated hard-copy lists. In addition to each student's full name, we requested exit status, sex, birth month, birth year, race/ethnicity, and whether a student was enrolled in a special education program or a program for limited English proficient students. If schools preferred to provide this information at the time they prepared the list of all 12th graders, they could do so.

Once the student lists were reviewed for completeness, all student names were numbered sequentially. If there were 60 or fewer students listed, all were automatically selected for the Transcript Study. In schools where there were more than 60 students, supervisors used a pre-programmed, scientific calculator to select a sample of 50 students. The total number of students listed and the total number selected were recorded on the School Information Form and a Transcript Request Form was completed. The only pre-printed information on the form was an 8-digit student ID starting with 990. Otherwise, procedures for completing the TRF were similar to those used with the TRFs used in schools with NAEP materials. Completed Transcript Request Forms were submitted to the school contact. Once received, individual transcripts were reviewed carefully for legibility and completeness. The supervisor attached an explanation of the reasons for any missing transcripts to the Transcript Request Form that was returned to Westat.

3.1.3 Obtaining Course Catalogs and Other School Information

Course catalogs were also carefully reviewed at the school. Supervisors verified that the catalogs contained those courses that 1990 12th graders could have taken in high school, including vocational, remedial, honors, special education, or off-campus courses, or courses taught in a language other than English. If these course listings were not in the catalog, every effort was made to obtain additional information from school personnel.

The supervisor also gathered general information about class periods, credits, graduation requirements, and other aspects of school policy. Sometimes this information is documented in the course catalog and sometimes in a separate school policy document.

Schools were asked to fill out a School Characteristics and Policy Questionnaire (SCPQ) if the school had not participated in NAEP 1990 or had not filled one out at the time of the NAEP assessment. Somewhat different versions of SCPQ were used in 1990 and in 1991. Because OMB approval of the 1990 SCPQ had expired at the time of the HSTS, the version approved for the 1991 NAEP field test was used. Appendix K contains the 1990 version of the SCPQ, and Appendix L contains the 1991 version of the SCPQ.

3.1.4 IEP/LEP Student Questionnaire

Schools were asked to provide additional information for all sampled 12th graders who had an Individual Educational Program (IEP) except those who were classified as gifted and talented and all sampled students who were classified by the school as having limited English proficiency (LEP). This information was collected on the IEP/LEP Student Questionnaire (Appendix M). In schools with newly sampled students, the school identified the IEP/LEP students in the sample, and filled out an IEP/LEP questionnaire for each of these students. During the 1990 NAEP assessment, this information had been obtained only for IEP/LEP students, who the school **excluded** from taking the assessment. To ensure that we collected comparable information in schools using the 1990 student sample, we needed to obtain more information about IEP and LEP students. Specifically, for any student who had an IEP or was classified as LEP, but was not excluded from participation in NAEP 1990, we asked the school to fill out an IEP/LEP Student Questionnaire. In each case, we asked that the school staff member most familiar with the student complete the questionnaire.

3.1.5 Sending Data to Westat

As with NAEP, safeguards were built into the procedures for the Transcript Study to ensure that applicable privacy requirements were met. This included the removal of all personal identifiers from the transcripts provided by the schools. When the transcripts left the school, students could only be identified by ID numbers. In schools where the NAEP information was available, the ID number was the same as the student's NAEP booklet number. In schools where a sample of students was drawn, new IDs were generated. The form that linked the IDs to individual students by name was left in the school for safekeeping.

After transcripts were collected and all information on sampled students recorded, supervisors prepared the transcripts for transmittal to Westat. This involved "masking" all personally identifying information where it appeared on each transcript. A broad felt tip marker was used to line through all identifiers.

The types of personal identifiers and their location on the transcripts were different for every school and, sometimes, were different for the different categories of students within a single school. Supervisors were careful to examine every transcript and line through the following information each time it appeared: student's name, parent's name, names of guardians or other relatives, addresses (including street, city, state, ZIP), and phone numbers.

3.1.6 Receipt and Review of Data from Data Collectors

When Transcript Study materials arrived at Westat, all items were carefully reviewed for accuracy and completeness. Actual transcripts were matched to the Transcript Request Form. Supervisors were contacted immediately if further clarification was needed.

An automated management system was developed and maintained in Westat's home office. This was a two-part system with separate files for the 304 12th-grade schools that had participated in 1990 NAEP and the 75 non-participating 12th-grade schools. A disposition code structure was developed to indicate the status of each school's participation. As supervisors reported the results of their contacts with district superintendents and individual schools, a receipt clerk keyed a disposition code for each school. Disposition reports were then generated from the receipt system once a week in order that home office staff could review the progress of securing cooperation from the sampled schools. Overall, the cooperation rate was 90 percent. Of the 304 schools that had participated in 1990 NAEP, 286 (95%) agreed to participate in the transcript study. Forty-seven (63%) of the 75 schools that originally refused NAEP agreed to participate in the transcript study.

Once verified, data on the number of transcripts and course catalogs requested and received were entered in the receipt system by a clerk. Weekly status reports were also generated to monitor the progress of obtaining the transcripts. Transcripts and other school materials were maintained in individual school folders and secured until used by data preparation staff. Each school folder included the school's catalog or catalogs, Transcript Request Forms (TRF), student transcripts, IEP/LEP questionnaires, the 1991 School Characteristics and Policies Questionnaire (if it was not obtained during the 1990 NAEP), a School Information Form (SIF), and a shipping transmittal form.

3.2 Data Processing Procedures

Westat processed the data from the 1990 NAEP High School Transcript Study along four simultaneous paths:

1. The Student Sampling Information System;
2. The Transcript/Catalog Coding System;
3. The IEP/LEP Questionnaire System; and
4. The School Characteristics and Policy Questionnaire System.

With the exception of the transcripts and the course catalogs, some data processed by each system was collected by Westat field personnel and some data had already been assembled for NAEP into data files by Educational Testing Service (ETS). Staff obtained the relevant NAEP data files from ETS and merged them with the HSTS data that we collected. As described below, appropriate checks were made to ensure that only one set of data was entered for a school or a student, and procedures were adopted for resolving inconsistencies among the data sources. Each of the four data processing paths is described in separately below.

3.2.1 Student Sampling Information

The Transcript Request Form, and (when a sample was drawn in the field) the sampling section of the School Information Form provided the student sampling information. Figure 3-1 provides a schematic of the process for entering the student sampling information. The figure also indicates how intermediate files were used to ensure that all and only valid IDs were processed.

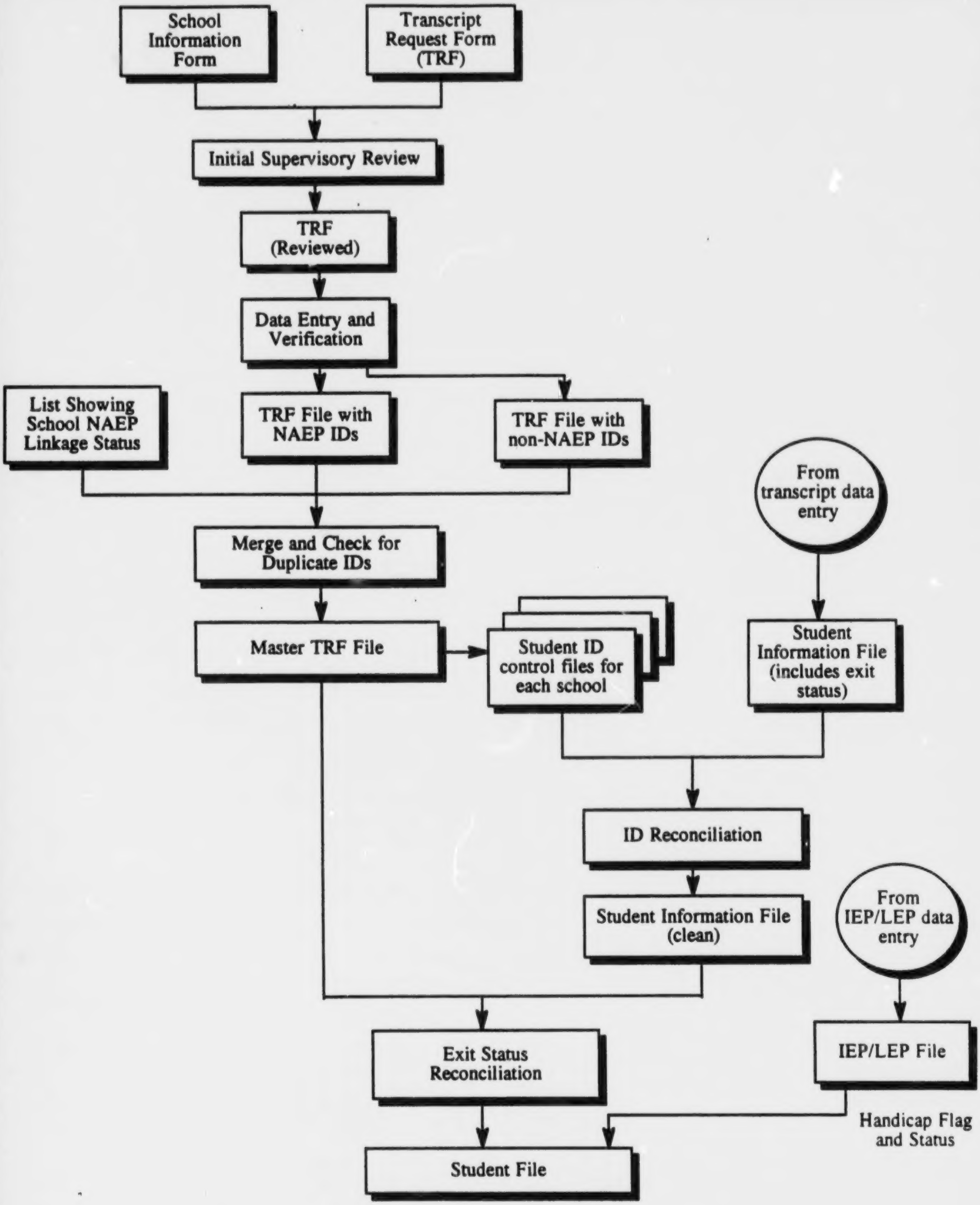

School Information Form
Transcript Request Form (TRF)
Initial Supervisory Review
TRF (Reviewed)
Data Entry and Verification
List Showing School NAEP Linkage Status
TRF File with NAEP IDs
TRF File with non-NAEP IDs
From transcript data entry
Merge and Check for Duplicate IDs
Master TRF File
Student ID control files for each school
Student Information File (includes exit status)
ID Reconciliation
Student Information File (clean)
From IEP/LEP data entry
Exit Status Reconciliation
IEP/LEP File
Handicap Flag and Status
Student File

Figure 3-1. Student information processing and ID reconciliation

3.2.1.1 School Information Forms

In schools that participated in NAEP and which had kept their NAEP materials, the student sampling rates were identical to those used in NAEP because the sample was identical. For the 47 schools in which Westat staff drew samples in the field, the number of students listed (i.e., the number of eligible seniors) and the number of students sampled were recorded in the sampling section of the School Information Form. This information was keyed into a file that was checked against the number of unique student IDs on the Transfer Request Form (TRF) and then used in the weighting process (see Chapter 6 of the *1990 High School Transcript Study Technical Report*).

3.2.1.2 Transcript Request Forms

As the preprinted information on the TRFs had been drawn from the NAEP student file, for schools that had kept their NAEP materials, data entry was quite simple. Westat first created a file containing the preprinted information on the TRF with one record per student. Each student's graduation status as indicated on the TRF was entered at the end of each record. Westat staff made corrections to the demographic data preprinted on the TRF at the same time, and then key verified these entries.

Westat key entered and verified all the TRFs from the schools for which samples were drawn in 1991. Frequency distributions for all data values on the TRFs were reviewed in order to ensure that no invalid entries appeared in the file. Outliers were checked against the original documents and corrections made as necessary.

Westat merged the NAEP and non-NAEP TRF files and checked for valid IDs and duplicates. Information in the TRF file was used to create a list of valid school identifiers with a flag indicating each school's linkage status to NAEP. The linkage flag has 4 values: 0 = school did not participate in HSTS; 1 = both school ID and student IDs linked to NAEP; 2 = school participated in HSTS only; 3 = school participated in NAEP, but because a new sample was drawn, the student IDs are not the NAEP booklet numbers. The TRF file was also used to create a list of all valid student IDs within each school. These lists were key control mechanisms that were used throughout all phases of the study to ensure that only valid IDs could be attached to each data record. For example, during entry of the transcript data, one of the data entry clerk's first steps was to key in the school ID and a student ID. As these IDs were keyed, the computer-assisted data entry system checked the IDs against the control lists and refused to accept any IDs not listed.

3.2.2 Coding Transcripts and Course Catalogs

A significant task of the HSTS was to code all courses taken by students in the study so that course taking patterns can be analyzed. Westat used a three-step process to achieve this goal. First, transcript data were entered into a computerized database. Second, each course offered by a school in the HSTS and appearing in its catalog was assigned a code from the Classification of Secondary School Courses (CSSC). Third, all courses appearing on transcripts were matched to CSSC-coded courses in the catalog. In subsequent batch processing, the CSSC code assigned to each catalog course was then assigned to all transcript courses which had been matched to it. Figure 3-2 is a schematic of our data entry and coding system.

Exhibit 3-1 is a list of standard rules for abbreviation and treatment of numbers that was provided to the data entry staff. These rules were used both for transcript course titles and for catalog course titles.

Titles of courses offered at each school included in the HSTS were entered from a catalog of course offerings provided by the school. If no catalog was provided, a catalog was created for the school, based on all the course titles appearing on students' transcripts (excluding courses that were transferred from other schools). The School File includes variables indicating the type of catalog that the school provided (CATYPE), and the source of catalog titles used to create the Course Offering File (CATSRCE).

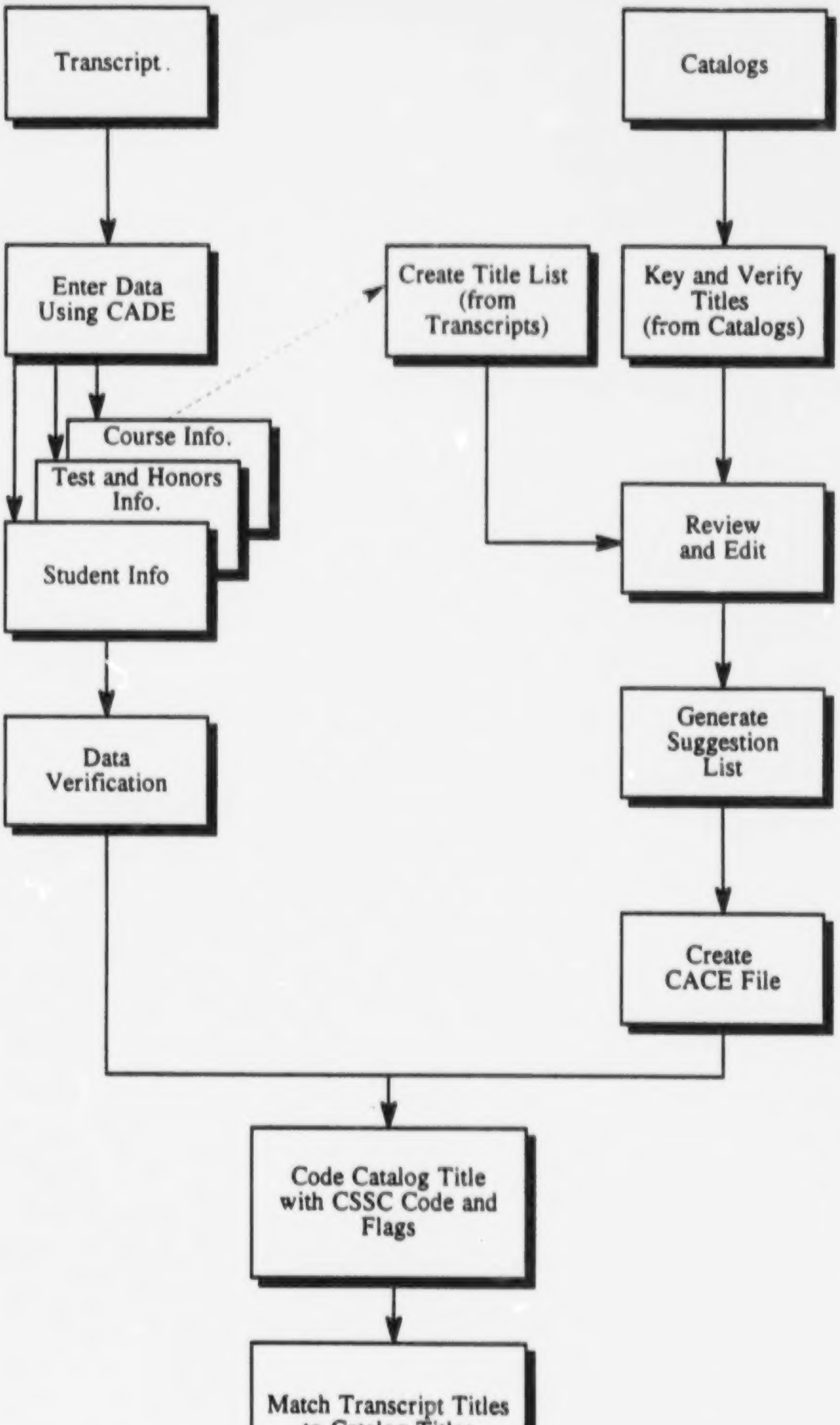

Transcript
Catalogs
Enter Data Using CADE
Create Title List (from Transcripts)
Key and Verify Titles (from Catalogs)
Course Info.
Test and Honors Info.
Student Info
Review and Edit
Data Verification
Generate Suggestion List
Create CACE File
Code Catalog Title with CSSC Code and Flags
Match Transcript Titles to Catalog Titles

Figure 3-2. Data entry and coding process

Exhibit 3-1. Abbreviations and numbers

Abbreviations

Advanced	Adv
Advanced Placement	AP
American	Amer
Beginning	Beg
Biology	Bio
College Prep(aratory)	CP
Cooperative	Coop
Education	Ed
English	Engl
General	Gen
Government	Govt
History	Hist
Honors	Hon
Industrial Arts	IA
Intermediate	Intermed
International Baccalaureate	IB
Introduction	Intro
Mathematics	Math
Physical Education	PE
Science	Sci
Special Education	SpEd
Trigonometry	Trig
United States	US
Vocational	Voc

don't use "."

use only Arabic numerals

Approximately 14 percent of the schools did not provide a catalog of courses offered at the school. For these schools, a computer program was developed to create a list of all course titles which appeared one or more times on transcripts from that school. The result is an unduplicated listing of courses exactly as they appear on transcripts. This process was performed (by necessity) after the transcripts for that school were entered, and the program used the resulting file as the basis for producing the course list. There are significant limitations of creating catalogs for a school in this manner, including: (1) the list only represents courses taken by students in the sample, and may not include all courses actually offered at that school; (2) many courses are repeated, since the same course may have been entered into the transcript file in two different formats (e.g., "ALG 1," "ALGEB 1," "ALGEBRA 1" etc.); and (3) no course description is available to clarify the meaning of a title. These catalogs required considerable review and editing before catalog coding could occur. Schools with catalogs generated using this procedure have the variable CATSRCE set to "0" in the School File. Other schools have the CATSRCE variable set to "1".

Thirty-nine schools provided catalogs of courses offered by their entire school district, while the individual school's specific course offerings were a subset of those included in the district catalog. Often these district catalogs (which were quite large) included programs that we know are not offered at the school (such as an International Baccalaureate program, a vocational program, or a performing arts program). To create a listing of courses actually offered at 14 of these schools, we created a list in the same manner as for schools not providing any catalog (i.e., creating it from titles appearing on transcripts), but supplemented the resulting list with courses from the district catalog that were likely to be offered in the HSTS school (such as Advanced Placement English 12, Accounting, or Basic Biology) even if they did not appear on a transcript. The type of catalog or course list which the school provided (none, district catalog, school-specific course list, or school-specific catalog) is indicated by the CATYPE variable on the School File.

3.2.2.1 Catalog Coding

Using the Computer Aided Coding and Editing (CACE) System, each school catalog was coded, course by course, using the *Classification of Secondary School Courses* (Ludwig, et al., 1982) and modifications made in 1989 by Westat (Westat, 1989). Courses were matched primarily based on descriptive information in the school catalog. If no descriptive information was available, we used the course title, and any additional information available in school materials such as the School Information Form, transcripts, IEP/LEP Questionnaire, or other documents. Catalog coding included identifying the most appropriate CSSC code, and setting the condition for six "flags" associated with each course. These procedures are described more fully below.

Classification of Secondary School Courses

We used the *Classification of Secondary School Courses* (CSSC), including modifications we made in 1989 as a standard for classifying and coding the courses offered by all the schools included in the HSTS and for classifying and coding all courses appearing on transcripts of students included in the HSTS. The CSSC is a 6-digit, hierarchical numbering system for all regular and special education courses offered in American secondary schools. Each CSSC entry includes a six-digit code, a course title and alternate titles, as well as a course description. Westat updated the CSSC significantly in 1989 to reflect the changes we found in the breadth and types of courses taken by students in the 1987 HSTS, and we have again supplemented the CSSC in 1992, but only modestly. Appendix O lists 18 courses which we added to the CSSC for the 1990 HSTS. No existing CSSC courses were deleted, nor were any existing codes changed.

Flags

We coded additional information for each course as a series of single-digit "flags." These flags were used to indicate features of a course such as its relationship to other courses in a sequence of courses, the language of instruction for the course, the level of the course (honors, regular, or remedial), whether it is a combination course (a multi-subject course requiring multiple codes such as an art appreciation/music appreciation course), the location of the course, and any enrollment restrictions (regular or handicapped students). A full list of flags and their values is found in Exhibit 3-2.

Exhibit 3-2. Legal values for flags

Sequence Flag:

0	Non sequential course
1	First course in sequence
2	Advanced course in sequence

Language Flag:

0	DEFAULT taught in English
1	Taught in language other than English

Remedial/Honors Flag:

1	Honors course
2	DEFAULT Regular course
3	Remedial course

Combination Course Flag:

1	DEFAULT, Not a combination course
2	Yes, the course was assigned 2 CSSC codes
3	Yes, the course was assigned 3 CSSC codes
4	Yes, the course was assigned 4 CSSC codes

Note: When multiple CSSC codes are assigned to a course, the course credits are divided evenly among each of the codes.

Off Campus Flag:

0	DEFAULT No
1	Yes, at area Vo-Tech
2	Yes, at Special Ed Center
3	Yes, other
4	Yes, at multiple locations

Transfer:

0	Not a transfer course
1	Transfer course

Handicapped:

0	Self contained special education
1	Non special education
2	Resource special education

CACE System for Catalog Coding

CACE is a computer program which we designed specifically for coding high school catalogs. It consists of two major components: (1) a component for selecting and entering the most appropriate CSSC code and "flags" for each course in a catalog; and (2) a component for matching each entry appearing on a transcript with an entry in the corresponding school's list of course offerings.

In addition to providing for data selection and entry, CACE maintains file consistency and produces output files suitable for further analysis and manipulation. CACE's user interface is designed to reduce the likelihood of user errors by encouraging selection from a list rather than key entry of data items.

The CACE System presents each title in a school's catalog to the catalog coder one at a time. The catalog coder then examines a "suggestion list" of potential codes for that course. The suggestion list consists of CSSC codes that were assigned to similar titles in the 1987 HSTS. The suggestion list is synchronized with an on-line version of the CSSC (in another window on the same screen) so that the catalog coder can compare the description for the course in the CSSC with the course description contained in the school catalog. The catalog coder can select the appropriate CSSC code either in the suggestion list or in the corresponding section of the CSSC. Alternatively, the catalog coder can type the CSSC code directly into the appropriate data field on the screen. The CACE system checks all entries against the master CSSC list before allowing the record to be stored in the database. If the items in the suggestion list are not good matches to the course description, the catalog coder can always browse through the full on-line CSSC, or in the hard copy of the CSSC provided to each catalog coder. If the catalog coder cannot determine an appropriate code for a course, he or she may select a special code from the suggestion list that will mark the course for further consideration by the coding supervisor. Codes for flags (described below) are automatically set to default values when a course is selected or entered, and can then be changed to non-default values by the catalog coder.

Transfer courses (courses taken at other schools that appear on a transcript) are automatically added to the catalog list appearing in CACE with the "transfer flag" indicating their transfer status. In coding these transfer courses, the catalog coder can only use the course title to assign CSSC codes since no descriptive information is available (unless the transfer course was taken in the same school district and we have a district catalog). Accordingly, the CACE system builds an incremental list of transfer course titles and previously assigned CSSC codes and uses these to assign CSSC codes automatically to transfer courses that match items in the list. Since the number of transfer titles for a school can be quite large (sometimes as many as 80% of the titles for the entire school), this automated procedure saves a great deal of time and ensures that identical titles always receive identical codes. The ability to code transfer courses automatically was developed relatively late in the process of coding catalog files in CACE. Therefore this process became available, it was not used for all schools. Since transfer courses do not represent courses offered by the sampled schools, they were dropped from the final Course Offerings File. They remain on the Transcript File.

3.2.2.2 Matching Transcript Titles to Catalog Titles

Catalog coders complete a table which associates each course title appearing on a transcript with the title of a course in the school's catalog and its corresponding CSSC code and flags. The process is somewhat more difficult than might be expected because of the lack of uniformity in how courses are entered on transcripts, even within the same school. The task is also somewhat complex because flags as well as course titles must be matched, so that "Algebra 1" with an honors flag is appropriately matched with an honors level course in the catalog. For all schools, special education titles on transcripts were matched to appropriate catalog titles by a specialist in special education.

We assign a CSSC code to each course listed on a transcript by matching each unique course title on a transcript to a specific CSSC-coded course in the school's catalog. The CSSC code thereby becomes associated with the transcript title. The associations must be based on a match of the title, level (i.e., average, honors, remedial), and flags (transfer, language of instruction, handicapped) for each transcript entry.

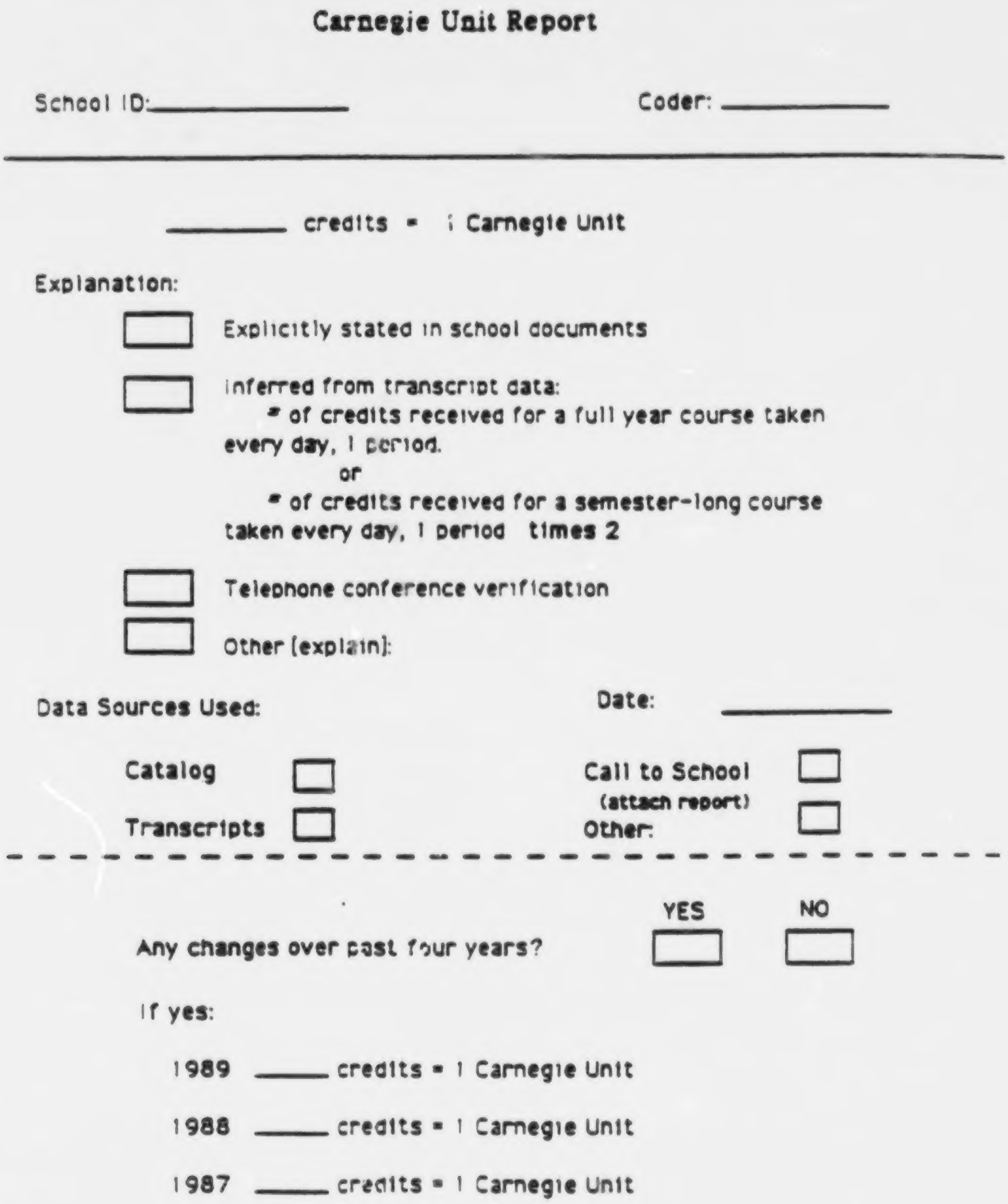
One of the major difficulties we encountered in evaluating transcript course titles occurred when course titles were abbreviated. The original meaning of these abbreviations was difficult to determine. Some abbreviations could be deciphered by knowing the program offered at a school (e.g., "EFE" is "Economics and Free Enterprise"), but others remained indecipherable, despite all of our efforts (e.g., "ARCS"). Some titles could reasonably be assigned to a broad domain, if not a specific course. For example, "ABC Math" can be matched to the "Math-Other" course title and CSSC code. We matched an ambiguous title to an "other" course and code within a specific discipline whenever possible; otherwise the course was matched to an "uncodeable" course.

3.2.2.3 Credit and Grade Standardization

Since credit and grade information reported on transcripts varies considerably among schools, districts and states, it was necessary to standardize this information so that valid student-level and school-level comparisons can be made. We standardized credit information based on the Carnegie Unit, which we defined as the number of credits a student receives for a course he or she takes every day, one period per day, for a full school year. For each school, the catalog coder filled out a "Carnegie Unit Report" (as shown in Exhibit 3-3). The factor for converting credits reported on the transcript to the standard Carnegie Unit was reviewed by the curriculum specialist and then key entered and verified for each school by data entry personnel.

Grade information on transcripts varied even more widely than credit information. Grades were reported as letters, numbers, or other symbols on a variety of scales. Coders provided standardized information for each school using the form shown in Exhibit 3-4 ("Standardization of Grades"), which were then key entered for each school by data entry personnel. Numeric grades were converted to standardized grades as shown in Table 3-1, unless the school documents specified other letter grade equivalents for numeric grades.

Exhibit 3-3. Carnegie unit report



Carnegie Unit Report

School ID:________________ Coder: ______________

________ credits = 1 Carnegie Unit

Explanation:

☐ Explicitly stated in school documents

☐ Inferred from transcript data:
# of credits received for a full year course taken every day, 1 period.
or
# of credits received for a semester-long course taken every day, 1 period times 2

☐ Telephone conference verification

☐ Other (explain):

Data Sources Used: Date: ______________

Catalog ☐ Call to School ☐
(attach report)
Transcripts ☐ Other: ☐

- -

	YES	NO
Any changes over past four years?	☐	☐

If yes:

1989 _____ credits = 1 Carnegie Unit

1988 _____ credits = 1 Carnegie Unit

1987 _____ credits = 1 Carnegie Unit

Exhibit 3-4. Standardization of grades

STANDARDIZATION OF GRADES

SCHOOL ID# ______________________ INTIALS ______________________

STANDARD	LIST ALL SCHOOL EQUIVALENTS
01 = A+	
02 = A	
03 = A-	
04 = B+	
05 = B	
06 = B-	
07 = C+	
08 = C	
09 = C-	
10 = D+	
11 = D	
12 = D-	
13 = F	
14 = PASS OR SATISFACTORY	
15 = UNSATISFACTORY	
16 = WITHDREW	
17 = INCOMPLETE	
18 = NON GRADED	
19 = BLANK	

OTHERS (Specify)

NOTE: ATTACH SAMPLE TRANSCRIPT GRADES FOR TRANSFERS AND LIST ID NUMBERS, IF APPLICABLE.

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Table 3-1. Numeric grade conversion

Numeric grade	Standard grade
90-100	02 = A
80-89	05 = B
70-79	08 = C
60-69	11 = D
<60	13 = F

3.2.2.4 Post Standardization Quality Control Checks

After the credits assigned to a school's transcripts were converted to Carnegie units, we calculated the total number of credits that a student had earned and compared them to the minimum number required to graduate from the school. When the total credits that a student had earned was less than the number required to graduate, or greater than 150 percent of the number required to graduate, we examined his or her transcript and the data files to see if a mistake had occurred. Any mistakes that occurred were corrected and the total credits were recalculated and compared to the graduation requirement.

In a small number of cases, we discovered that a student had not actually graduated, and changed his or her exit status accordingly. In another group of cases we found that some students actually had earned substantially more credits than are required to graduate. Often these were students who had spent substantial amounts of time in both Mexican and American high schools. While they were awarded credit for the Mexican courses, they were still required to take an essentially American curriculum in order to obtain the American diploma.

In still other cases we found that although a student had less credits than were required to graduate, the transcript had all the other attributes of a graduated senior such as 4 full years of courses, all required courses, a graduation date, grade point average, and class standing. In these cases, if a careful review of the transcript and the data files showed no data entry or coding errors, we kept the transcript in the database with the apparent inconsistency as recorded on the transcript.

In a substantial number of cases, the transcript being reviewed listed transfer courses that needed to be given special treatment. In some cases it was clear that the appropriate conversion factor for the credits reported on the transcript to Carnegie units was different from that of the school issuing the transcript. When this occurred, we adjusted the conversion factor appropriately for these courses on a student-by-student basis. In other cases, we found entries on transcripts indicating that a student had been awarded some number of credits for transferred courses, but no list of the specific courses. When this happened, we created a dummy course titled "Undifferentiated Transfer Courses" and treated it as an uncodeable course.[1]

Inclusion of the Undifferentiated Transfer Courses on the file had the effect of accounting for all the credits that appear on the transcripts. It also provided us with a means of screening essentially incomplete transcripts out of the analyses. Because the intent of the transcript study is to summarize the course taking patterns of graduates of American high schools over the 3 or 4 years that they are in a typical high school, for analytic purposes we treated transcripts that did not list separate credits for the equivalent of at least 3 full years of high school courses as incomplete. We did this by creating a flag (GRREQFLG), which we placed on the student file, that indicates whether the differentiated course credits on a transcript total at least 75 percent of the minimum credits required to graduate. If they do not, the transcript remains in the file, but the student is given a weight of zero and is treated as missing for purposes of projecting national totals (see Section 4.1 of this manual and Section 6.1.4 of the *1990 High School Transcript Study Technical Report* for a description of the nonresponse adjustment procedures). In other words, we fully coded the transcripts for such students and provide them on the file, but did not use them in our estimates.

3.2.3 IEP/LEP Questionnaires

One of the questionnaires obtained in the Transcript Study was the IEP/LEP Questionnaire. This was completed for handicapped students for whom the school had developed an Individualized Educational Program (IEP) and for students with Limited English Proficiency

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[1] If a list of transfer courses appeared on a transcript with a number of credits indicated for the group of courses, one of the catalog coders apportioned the credits among the courses using whatever information was available. For example, some transcripts have sections which indicate by a series of check marks which of a set of requirements have been met. If the courses explicitly detailed on the transcript do not account for all of the check marks, then the transferred credits must account for the remainder.

(LEP). We asked the schools to have the person most knowledgeable about a student complete the IEP/LEP questionnaire. In large schools, this person was typically a counselor, a special education teacher, or a teacher of English as a Second Language. In smaller schools, this person was typically a classroom teacher. Part A (questions 1 through 5) of the questionnaire was completed for both groups of students (i.e., those classified as handicapped and for those classified as having limited English proficiency. Part B of the questionnaire (questions 6 through 15) was completed only for students with an IEP. Part C of the questionnaire (questions 16 through 27) was completed only for students with limited English proficiency. A copy of the questionnaire is in Appendix M.

ETS provided Westat with data for all 12th-grade students for whom the IEP/LEP questionnaires had been completed during NAEP. These were students who had been sampled for NAEP, but excluded from the assessment based on their handicap or lack of English proficiency. Another 407 questionnaires were collected during the HSTS as described in Chapter 4. These questionnaires were scanned, edited, and coded by Westat during the HSTS study. Of these questionnaires, only the ones with corresponding records in the Student File were selected for the final IEP/LEP file. When a student had questionnaires in both the NAEP and HSTS data files, the NAEP version was used. A total of 695 students are represented in the final IEP/LEP file.

The IEP/LEP Questionnaires used for NAEP and HSTS were identical and most of the questionnaire items needed no recoding. The data entered were direct representations of the questionnaire responses. There were, however, four items on the NAEP data file that needed some recoding. The same recoding algorithm was used for the following three items:

Item 5.	What percentage of the school day did this student spend in a regular class?
Item 8.	What percentage of the school day was this student served by a special education program?
Item 19.	What percentage of the school day was this student served by a special language program?

The choices on the questionnaire are 0 percent, 10 percent, 20 percent, and so on through 90 percent and 100 percent. For each item, the NAEP data file contains one variable (coded "Yes" or "Missing") for each possible percentage choice. Because of this, it was possible to have more than one percentage entered in response to the above questions. The following actions were taken in order to create a file with a single field containing the actual percentage indicated on the questionnaire.

- If the respondent checked two adjacent responses, they were averaged; and
- If the respondent checked more than two responses, checked two non-adjacent responses, or checked no responses, the response code became MISSING.

We also recoded one other item from the NAEP data file:

Item 6. Which of the following best describes this student's disability?

Once again, the NAEP file is structured in such a way that each possible selection is a separate variable. This allowed multiple selections to pass by undetected. Our solution was to recode the responses in the following manner:

- If the respondent checked multiple responses and they were VISUALLY HC/BLIND and DEAF/BLIND, then the response became DEAF/BLIND; and
- In any other case where two or more responses were chosen, the code for MULTIDISABLED was used.

Several variables were added to the final IEP/LEP file. The SOURCE variable was added to denote from which study the data originated (NAEP or HSTS). The Student Handicapped status was determined by the students' IEP status as indicated by the first question on the questionnaire and by the pattern of answers to the content questions. The handicapped flag (HCFLAG) was set to "2" if the IEP question (Q1) was answered "YES" or if both the IEP question (Q1) and the LEP question (Q2) were unmarked and there were any non-missing responses to the questions in the disability section (Q6-Q15). The students' exit status, race/ethnicity, grade level, sex, birth month and birth year were obtained from the Student File. If that information did not exist on the Student File, the corresponding data from the IEP/LEP questionnaire were incorporated if available. Frequencies and crosstabulations were run to check the data for valid entries and outliers before, during, and after processing. For the data collected for the HSTS in 1991, unusual values were rechecked against the original documents and corrected as necessary.

3.2.4 School Characteristics and Policy Questionnaires

The School Characteristics and Policy Questionnaire (SCPQ) was used in the 1990 NAEP and was available for 283 of the 330 HSTS schools (the remainder had either not participated in NAEP or had failed to respond to the questionnaire). An additional 63 School Characteristics and Policy Questionnaires were gathered by Westat during the 1991 transcript data collection of February 1991. There are 21 schools participating in the HSTS for whom there were both NAEP and HSTS questionnaires. For these schools, the HSTS data were used. Five schools did not complete SCPQs.

The 1990 and 1991 versions of the SCPQ were quite different, both in the order and content of the questions.[2] When coding the SCPQs, the coding system used in the 1987 School File was used whenever possible. For the items that were the same in NAEP and HSTS, the coding was performed using identical specifications. Items that differed between the two versions were coded to be as consistent as possible with both the formats of other SCPQ items and the formats used for the 1987 HSTS School File.

The fact that the two questionnaires differed greatly presented a challenge in the naming of the variables. The following rules were applied to the naming conventions:

- Identical questions (with or without the same question number) were treated as one variable on the data file and are identified with the item number from the 1990 NAEP SCPQ. A note in the codebook identifies the corresponding question number in the 1991 SCPQ.
- Item numbers for questions appearing only in NAEP were unchanged. Schools for which we had the 1991 SCPQ have missing values entered for these items.
- Item numbers for questions only in HSTS were renamed with a preceding underscore ("_"), that is Q1 would become _Q1. Schools for which we used the 1990 NAEP SCPQ have missing values entered for these items.

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[2] The 1990 SCPQ was developed for the 1990 NAEP. The 1991 SCPQ was developed for the 1991 NAEP Trial State Assessment. The questionnaires differed because of different research interests and improvements in the questions. It was not possible to use the 1990 SCPQ when collecting the transcripts because OMB approval expired in June 1990.

In the event that more selections were available for a question in one questionnaire than in the other, the responses were combined to reach a final format of the question with the larger range of responses. For example, both the 1990 and 1991 versions of the SCPQ included the question, "What is the highest degree you hold?" The response choices offered in the two questionnaires are shown in Table 3-2 along with the selection number used on each questionnaire.

Table 3-2. Response choices on the 1990 and 1991 SCPQ

	Selection number		
Choice	1990 Q4	1991 Q14	Value coded on HSTS file for Item 4*
High school diploma	1	--	1
Associate degree/ Vocational certificate	2	--	2
Bachelor's degree	3	1	3
Master's degree	4	2	4
Education specialist's or professional diploma	5	3	5
Doctorate	6	4	6
Professional degree	7	5	7

* The HSTS file also uses "8" for "No Response" and "9" for "Multiple Response."

The 1990 questionnaires were processed by ETS as part of NAEP. The 1991 questionnaires were keyed at Westat and were subject to 100 percent key verification. All data were subject to range and logic checks during data entry and verification. We then merged the two files into a single data file and produced frequencies and crosstabulations in order to check for valid ranges and to identify outliers.

Copies of the 1990 and 1991 SCPQs are in Appendix K and Appendix L, respectively.

4. *WEIGHTING PROCEDURES AND VARIANCE ESTIMATION*

The 1990 High School Transcript Study (HSTS) used a complex sample design with the goal of securing a sample from which estimates of population and subpopulation characteristics could be obtained with reasonably high precision (as measured by low sampling variability). At the same time, it was necessary that the sample be economically and operationally feasible to obtain. The resulting sample had certain properties that had to be taken into account to ensure valid analysis of the transcript data.

The 1990 High School Transcript Study sample was obtained through a stratified multistage probability sampling design that included provisions for sampling certain subpopulations at higher rates. To account for differential probabilities of selection, and to allow for adjustments for nonresponse, each student was assigned a sampling weight. Section 4.1 briefly discusses the procedures used to derive these sampling weights.

Another consequence of the HSTS sample design is its effect on the estimation of sampling variability. Because of the effects of multistage design (students within schools, schools within primary sampling units) and because of the effects of certain adjustments to the sampling weights (poststratification and weighting adjustments), observations made on different students cannot be assumed to be independent of one another. As a result, ordinary formulas used to estimate the variance of sample statistics, based on assumptions of independence, will tend to underestimate the true sample variability. Section 4.2 briefly discusses the jackknife technique used in the HSTS to estimate sampling variability.

Details of the weighting and variance estimation procedures are described in Chapter 6 of the *1990 High School Transcript Study Technical Report.*

4.1 Derivation of the Sample Weights

In order to make valid inferences about the entire population of graduated grade 12 students from the sample of student transcripts collected, it is necessary to use the sampling weights.

The weights reflect the probability sampling scheme used to arrive at the sample of students for whom transcripts were requested. The weights also reflect the impact of sample nonresponse at the school and the student level, and make adjustments for these groups to decrease the potential bias that might arise through differential nonresponse across population subgroups. Finally, improvements to the precision of weighted estimates result from the application of poststratification factors to the sample weights.

The final student weight (variable FINSTUWT) was constructed in four steps. The first step was to construct the student base weight (or design unbiased weight) which is the reciprocal of the overall probability of selection of the student. The second step was to adjust the student base weight for the noncooperating schools, so that the weighted estimates for the students obtained from the cooperating schools will also represent the noncooperating schools. In the third step, the school nonresponse-adjusted student weights were poststratified, so that the estimates obtained by using the poststratified weight for certain subpopulations agreed with independent estimates. The independent estimates were obtained from the Current Populations Survey (CPS) estimates for various student subgroups. These poststratified estimates have a smaller mean squared error than would have otherwise been obtained. The final step was to adjust the poststratified student weight for the graduated students with transcripts to compensate for missing transcripts. Use the variable FINSTUWT to calculate statistics for the entire population of graduated students in the class of 1990.

The student base weight is the reciprocal of the overall probability of selection of the student.

The second weighting step was to compute the school nonresponse adjustment factors to adjust the student base weight for the school nonresponse. The main reason for nonresponse adjustment is to reduce the potential bias in the survey estimates caused by the noncooperating schools. Separate nonresponse adjustment factors were computed for certain subpopulations which are called the nonresponse adjustment classes (or cells). Within these subpopulations, the student transcripts from the cooperating schools will also represent the students from noncooperating schools. The nonresponse adjustment cells were formed by classifying the PSU's and therefore the schools by NAEP Region, PSU certainty/noncertainty and urbanicity status, and PSU high minority status. Table 4-1 shows the final school nonresponse adjustment classes. It also shows the numbers of eligible and respondent schools and the school nonresponse adjustment factors.

Table 4-1. The number of eligible and respondent schools, and school nonresponse adjustment factors by the school nonresponse adjustment classes

Certainty/ noncertainty (NC) urbanicity	Minority status	Region	Sample counts		School nonresponse adjustment factor
			Eligible	Respondent	
Certainty, MSA	All	Northeast	43	39	1.061
Certainty, MSA	All	Southeast	23	20	1.059
Certainty, MSA	All	Central	26	22	1.177
Certainty, MSA	Low	West	43	38	1.196
Certainty, MSA	High	West	5	5	1.000
NC, MSA	All	Northeast	31	28	1.209
NC, MSA	Low	Southeast	17	17	1.000
NC, MSA	All	Central	32	26	1.150
NC, MSA	Low	West	18	16	1.058
NC, MSA	High	Southeast	19	18	1.010
NC, MSA	High	West	17	14	1.217
NC, NonMSA	All	Northeast	12	10	1.103
NC, NonMSA	Low	Southeast	18	17	1.001
NC, NonMSA	All	Central	21	20	1.012
NC, NonMSA	All	West	24	19	1.067
NC, NonMSA	High	Southeast	22	21	1.101

To reduce the mean square error of estimates using the sampling weights, the respondent weights were further adjusted so that estimated population totals for a specified subgroup population, based on the sum of student weights for specified type, were the same as presumably better estimates based on composites of estimates from 1987 and 1988 Current Population Survey and 1990 population projections made by the Census Bureau. This adjustment, called poststratification, is intended especially to reduce the mean squared error of estimates relating to student populations that span several subgroups of the population. The poststratification classes were defined in terms of race/ethnicity and NAEP region.

The poststratification cells, the factors, and the independent estimates are shown in Table 4-2. For a discussion of the reasons why poststratification factors are based only on students born on or after October 1, 1971, see Rust et al. (1990, Appendix 5). Note that although the poststratification factors were derived using only data for students born on or after October 1, 1971, the factors shown in Table 4-2 were applied to all students defined by a given race/ethnicity and region combination, regardless of age.

Table 4-2. The control totals for the students 18 or younger and enrolled in the 12th grade by poststratification classes and the poststratification factors

Race/ethnicity	Region	12th-grade students count	Poststratification factor
Black, not Hispanic	All	305,359	1.35
Hispanic	All	173,571	1.10
White, not Hispanic	Northeast	462,262	1.08
White, not Hispanic	Southeast	343,317	0.80
White, not Hispanic	Central	546,337	1.10
White, not Hispanic	West	452,671	1.19
Other	All	97,544	1.03

For a small percentage of students, about two percent, it was not possible to obtain a transcript or the transcript received was incomplete. The transcript of a graduated student was considered as incomplete if the student was graduated with a standard or honors diploma and the total number of credits earned as obtained from the transcript was less than 75 percent of the school's graduation requirement.[1] There were 21,899 graduated students in the sample, and we obtained a complete transcript for 21,435 of these students. For 326 students, the graduation status was unknown and no transcript was received. For weighting purposes only, 292 of these students were imputed as graduated. After the student weights were poststratified, the weights were inflated to compensate for the loss resulting from the graduated students with no transcripts.

The main reason for adjusting the weights is to remove potential bias on the substantive variables caused by not receiving the transcripts for all students. If the probability of not obtaining a transcript (nonresponse) is independent of substantive variables, then no bias would arise. Therefore, the objective is to obtain adjustment classes such that the probability of nonresponse within each class is independent of substantive variables. There are several alternative methods of forming the classes to achieve this result. We formed the classes so that the variation in the response propensity within the classes is minimized. The final student nonresponse adjustment classes are shown in Table 4-3.

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[1] For purposes of this calculation, only credits associated with specific courses were used. As discussed in Section 3.2.2.4, undifferentiated transfer credits were not counted as part of a complete transcript.

Table 4-3. The student nonresponse adjustment classes and the weight adjustment factors

				Sample counts		
Region	Age	Race/ ethnicity	Sex	All graduated	Graduated with complete transcript	Student nonresponse adjustment factor
West	All	Black and Hispanic	Male	726	710	1.024
West	≤18	Black and Hispanic	Female	681	677	1.007
West	>18	Black	Female	40	37	1.091
West	>18	Hispanic	Female	144	142	1.018
West	≤18	White and Other	Male	1,609	1,542	1.040
West	≤18	White and Other	Female	1,910	1,855	1.028
West	>18	White and Other	All	723	685	1.051
All other	≤18	All	All	13,303	13,102	1.013
All other	>18	Black	All	624	596	1.042
All other	>18	All Other	All	2,139	2,089	1.021

The final student weight (variable FINSTUWT) was obtained as a product of the student base weight, the school nonresponse adjustment factor, the poststratification factor and the student nonresponse adjustment factor. Every graduated student with a complete transcript was assigned a positive final student weight.[2] Table 4-4 presents statistics on the distribution of the final student weight. Note that the weights vary considerably around the mean student weight (130.72), and this is summarized by the coefficient of variation (CV) of the weights (0.70). The factor $1+CV^2$ indicates the relative size of the variance of the survey estimates, resulting from the variation in the weights, as compared to a sample of the same size with all weights equal. (An equal-weighted sample would be subject to unknown and possibly large bias in this study, and so is not a viable alternative in practice.) Thus in this case, the variation in weights leads to sampling variances that are about 49 percent higher than from an equal-weighted sample.

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[2] A transcript was considered complete if it contained specific course titles and associated credits that, when totaled, represented at least 75 percent of the school's minimum graduation requirements.

Table 4-4. Statistics for the distribution of the final student weight

Number of cases	21,435
Mean	130.72
Standard Deviation	91.30
Coefficient Variation (CV)	0.70
Minimum	3.92
25th percentile	61.76
Median	108.49
75th percentile	176.20
Maximum	646.50

4.2 Procedures Used by HSTS to Estimate Sampling Variability

A major source of uncertainty in estimating the value in the population of a variable of interest exists because information about the variable is obtained on only a sample from the population. To reflect this fact, it is important to attach to any statistic (e.g., a mean) an estimate of the sampling variability to be expected for that statistic. Estimates of sampling variability provide information about how much the value of a given statistic would likely change if the statistic had been based on another, equivalent sample of individuals drawn in exactly the same manner as the achieved sample.

The estimation of the sampling variability of any statistic must take into account the sample design. In particular, because of cluster selection (students within schools, schools within PSUs) and because of effects of nonresponse and poststratification adjustments, observations made on different students cannot be assumed to be independent of each other. Furthermore, to account for the differential probabilities of selection (and the various adjustments), each student has an associated sampling weight, which should be used to compute any statistic which is subject to sampling variability. Ignoring the special characteristics of the sample design and treating the data as if the observations were independent and identically distributed, will generally produce underestimates of the true sampling variability.

The proper estimation of the sampling variability of a statistic based on the HSTS data is complicated and requires techniques beyond those commonly available in standard statistical packages. Fortunately, the jackknife procedure (see, e.g., Wolter, 1985; Kish and Frankel, 1974; Rust, 1985) provides good quality estimates of the sampling variability of most statistics at the expense of increased computation. The procedure can be applied in concert with standard statistical packages to obtain a proper estimate of sampling variability using the approach outlined below.

The jackknife procedure used by HSTS has a number of properties that make it particularly suited for the analysis of HSTS data. When properly applied, a jackknife estimate of the variability of a linear estimator (such as a total) will be the same as the standard textbook variance estimate specified for the sample design (if the first-stage units were sampled with replacement and approximately so otherwise). Additionally, if the finite sampling corrections for the first stage units can be ignored, the jackknife produces asymptotically consistent variance estimates for statistics such as ratios, regression estimates or weighted means and for any other nonlinear statistic that can be expressed as a smooth function of estimated totals of one or more variables (Krewski and Rao, 1981).

Through the creation of student replicate weights, the jackknife procedure allows the measurement of variability attributable to the use of poststratification and other weight adjustment factors that are dependent upon the observed sample data. Once these replicate weights are derived, the jackknife variance estimate of any statistic can be obtained.

The jackknife procedure in this application is based upon developing a set of 56 jackknife replicate weights for each graduated student with a transcript. The 56 replicate weights are developed in such a way that approximately unbiased estimates of the sampling variance of an estimate will result. At the same time it will provide an adequate number of degrees of freedom for making inferences about the parameter of interest. See Chapter 6 of the *1990 High School Transcript Study Technical Report* for a description of the technique for deriving the jackknife replicate weights.

5. 1990 HIGH SCHOOL TRANSCRIPT STUDY DATA FILES

Data from the 1990 High School Transcript Study are organized into eight data files encompassing the different levels of information: (1) Master CSSC File; (2) Course Offerings File; (3) School File; (4) Student File; (5) Linked Weights File; (6) IEP/LEP Questionnaire File; (7) Tests and Honors File; and (8) Transcript File.[1] The relationships among the files are shown in Figure 5-1. Except for the Master CSSC File (which is not related to individual schools or students), all files can be linked by PSU school identifiers. The Student, IEP/LEP Questionnaire, Transcript, Linked Weights, and Tests and Honors Files can be linked by student identifiers; and the Master CSSC can be linked to the Course Offerings or Transcript File by CSSC number.

To identify a specific school, the PSU and school IDs must be used in combination; to identify students, the PSU, school, and student IDs must also be used in combination. Each school has a unique PSU/School ID combination, and each student has a unique PSU/School/Student ID combination. This identification system enables linking an anonymous student to the anonymous school that he or she attended.

Weights, developed using the procedures described in Chapter 4, are contained in the Student File and the Linked Weights File. We have provided the final student weight (FINSTUWT) so that data analyses can be weighted up to national totals. The final student weight should be used in analyses involving only transcript data. The weights in the Linked Weights File should be used in analyses involving both transcript data and data obtained from NAEP data files (not included on this tape).

5.1 Master CSSC File

The Master CSSC File contains all codes in the modified version of the Classification of Secondary School Courses (CSSC) used in this study. There are 2,136 records, sorted by CSSC

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[1] A ninth file, the CSSC Text File, also appears on the tape. This file is formatted for ease in printing the CSSC text, which includes the course descriptions.

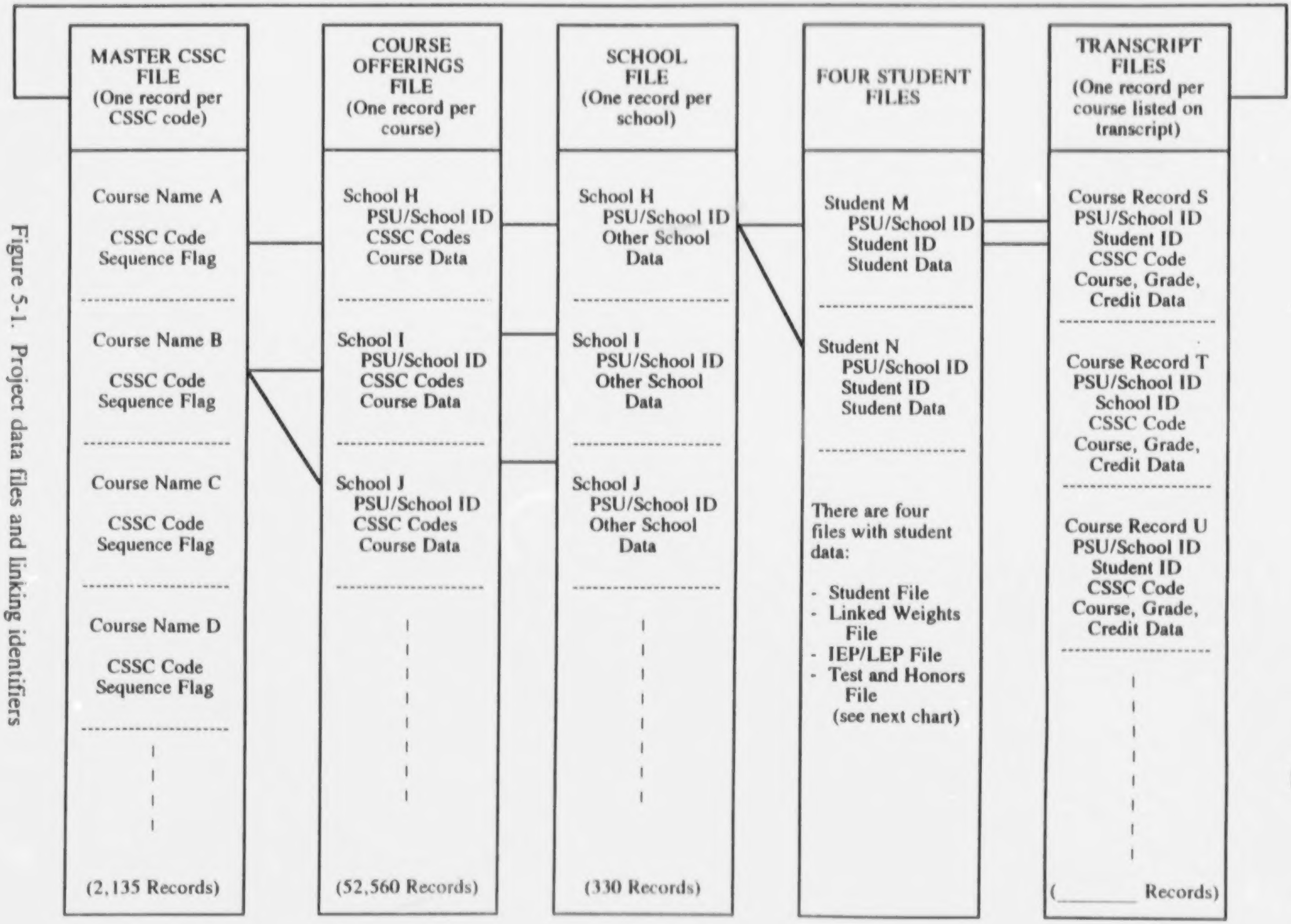
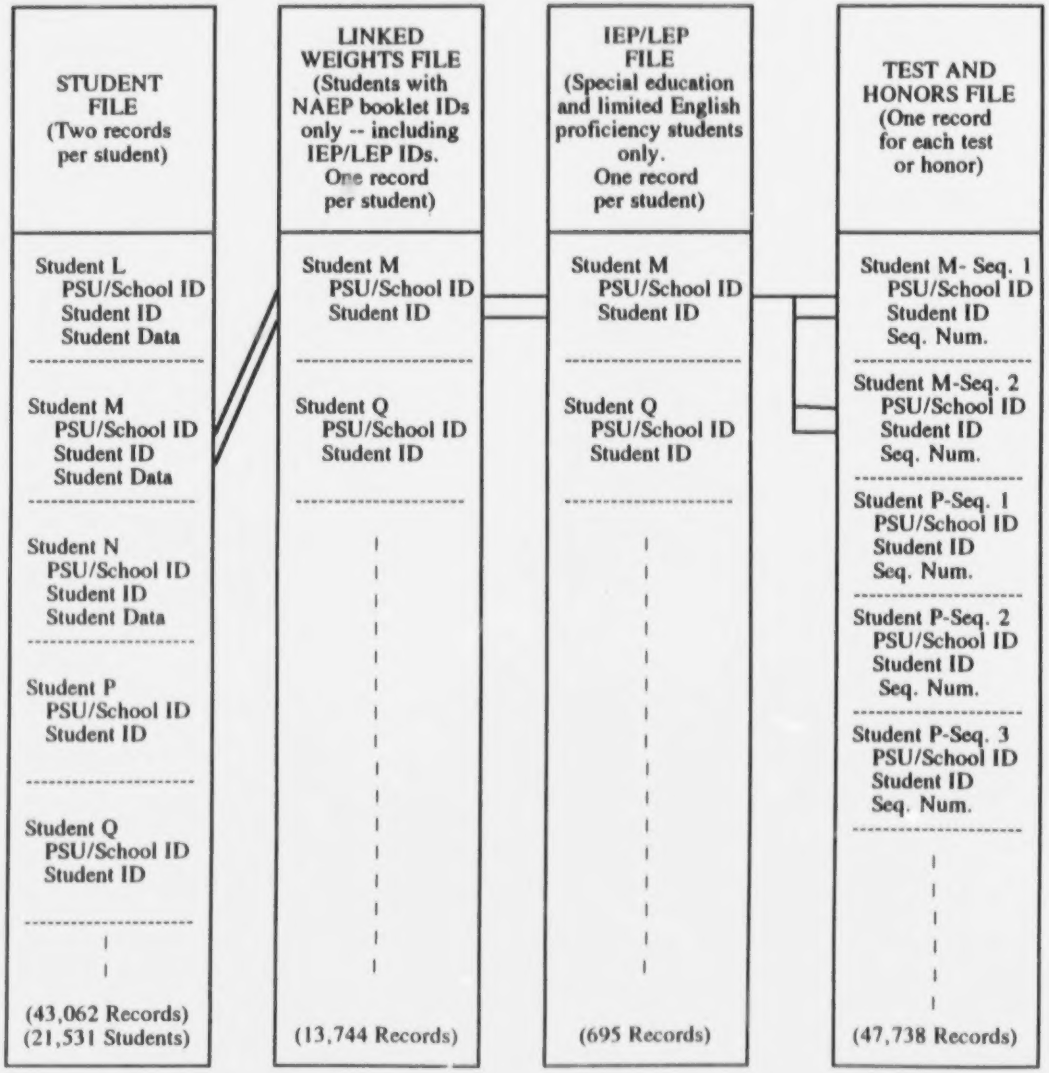

MASTER CSSC FILE
(One record per CSSC code)
Course Name A
CSSC Code
Sequence Flag
Course Name B
CSSC Code
Sequence Flag
Course Name C
CSSC Code
Sequence Flag
Course Name D
CSSC Code
Sequence Flag
(2,135 Records)
COURSE OFFERINGS FILE
(One record per course)
School H
PSU/School ID
CSSC Codes
Course Data
School I
PSU/School ID
CSSC Codes
Course Data
School J
PSU/School ID
CSSC Codes
Course Data
(52,560 Records)
SCHOOL FILE
(One record per school)
School H
PSU/School ID
Other School Data
School I
PSU/School ID
Other School Data
School J
PSU/School ID
Other School Data
(330 Records)
FOUR STUDENT FILES
Student M
PSU/School ID
Student ID
Student Data
Student N
PSU/School ID
Student ID
Student Data
There are four files with student data:
- Student File
- Linked Weights File
- IEP/LEP File
- Test and Honors File
(see next chart)
TRANSCRIPT FILES
(One record per course listed on transcript)
Course Record S
PSU/School ID
Student ID
CSSC Code
Course, Grade, Credit Data
Course Record T
PSU/School ID
School ID
CSSC Code
Course, Grade, Credit Data
Course Record U
PSU/School ID
Student ID
CSSC Code
Course, Grade, Credit Data
(________ Records)

Figure 5-1. Project data files and linking identifiers

Figure 5-1. Project data files and linking identifiers


STUDENT FILE
(Two records per student)
Student L
PSU/School ID
Student ID
Student Data
Student M
PSU/School ID
Student ID
Student Data
Student N
PSU/School ID
Student ID
Student Data
Student P
PSU/School ID
Student ID
Student Q
PSU/School ID
Student ID
(43,062 Records)
(21,531 Students)
LINKED WEIGHTS FILE
(Students with NAEP booklet IDs only -- including IEP/LEP IDs. One record per student)
Student M
PSU/School ID
Student ID
Student Q
PSU/School ID
Student ID
(13,744 Records)
IEP/LEP FILE
(Special education and limited English proficiency students only. One record per student)
Student M
PSU/School ID
Student ID
Student Q
PSU/School ID
Student ID
(695 Records)
TEST AND HONORS FILE
(One record for each test or honor)
Student M- Seq. 1
PSU/School ID
Student ID
Seq. Num.
Student M-Seq. 2
PSU/School ID
Student ID
Seq. Num.
Student P-Seq. 1
PSU/School ID
Student ID
Seq. Num.
Student P-Seq. 2
PSU/School ID
Student ID
Seq. Num.
Student P-Seq. 3
PSU/School ID
Student ID
Seq. Num.
(47,738 Records)

All student files can be linked using the PSU, School ID, and Student ID variables.

Note that the STUDENT file contains records for all students. The other three files contain subsets of the students in the STUDENT file.

Figure 7-1. Project data files and linking identifiers (continued)

number. In addition to the original six-digit CSSC codes created in 1982, the file contains the codes added for the 1987 study and 18 additional codes added during the current study.

The new codes are documented in Appendix F of the Technical Report. These codes were added when courses were encountered on the transcripts that were clearly different from codes already contained in the CSSC. No new two-digit or four-digit categories were added during the 1990 transcript study.

A handicapped flag, an expansion to the CSSC initiated during the 1987 transcript study, was retained as part of the current version of the CSSC. When a course on a transcript was limited in enrollment to special education students, it was coded using the regular CSSC code with a special education indicator ("0" or "2")[2] added as the seventh digit. Any course not so limited has a "1" in the seventh digit.

Beginning with the 1990 transcript study, all CSSC entries have been coded with a sequence flag. A "0" value for the sequence flag indicates that the course is not part of an instructional sequence. A "1" indicates that the course is the first course in an instructional sequence, and a "2" indicates that the course is an advanced course in an instructional sequence (i.e., not the initial course in the sequence).

The CSSC Master File is organized by the CSSC code and contains four variables, the CSSC course code, the handicapped flag, the sequence flag, and the standard course title. A second version of the file which is suitable for printing with 80 characters per line is also included on the tape. This "print file" includes the CSSC course code, the handicapped flag, the standard course title, alternate titles, and course descriptions.

---

[2] The values of the seventh digit are as follows: 0 = a functional level course limited in enrollment to special education students; 1 = a regular course not limited in enrollment to special education students; 2 = a special education course not at the functional level, but limited in enrollment to special education students.

5.2 Course Offerings File

The Course Offerings File is organized by school and contains one record for each course listed in the school's course catalog or appearing on a student's transcript as a non-transfer course taken at that school. Each of the 52,563 records contains the PSU ID, school ID, course title, course CSSC code, the source of the catalog (e.g., generated from transcripts or from a school provided catalog) and 6 additional pieces of information about the course: (1) the location of the course (including various off-campus locations); (2) the language of instruction; (3) if it is a remedial or below-grade-level course; (4) if it is an honors-level course; (5) if the course was a combination course (i.e., composed of more than one part, requiring more than one CSSC code for accurate description); (6) if the course is part of an instructional sequence. The file is sorted by the PSU and school IDs.

The Course Offerings File is a complete listing of courses offered in all participating schools that provided us with school-level course catalogs. It contains all courses listed in the school-level course catalogs received and any non-transfer courses listed on the transcripts not otherwise appearing in the catalogs. For example, in a school with grades 10 through 12 whose students all take 9th grade in a junior high, the 9th-grade courses are not treated as transfer courses, but appear as if they were offered by the high school. This treatment provides a more balanced picture of the courses available to American students in 4 years of high school than would be provided by treating such courses as transfer courses. For the 75 schools from which we did not receive a catalog, the list of unique course titles appearing on the sampled transcripts is the only available source of course offering entries. A complete listing of all courses included on the transcripts can be extracted only from the Transcript File, since transfer courses do not appear in the Course Offerings File.

5.3 School File

The School File is sorted by PSU and school ID and contains one record for each of the 330 participating schools. School variables gathered during the Transcript Study are included as well as the school's responses to the NAEP School Characteristics and Policy Questionnaire (see Appendices K and L).

5.4 Student File

The Student File contains two records for each of the 21,531 graduated students for whom transcripts were obtained and coded.[3] Students are identified by the combination of PSU, School, and Student ID variables, and the file is sorted by this group of variables and record number. The file contains the demographic information gathered for each student, sampling information, handicapped status, weights to be used in analysis, and replicate weights for variance estimation. The final student weight for each student is the variable "FINSTUWT." The component weights used to derive the final student weight are also included. In addition, the file contains a flag indicating whether or not the student has a handicap and a condition variable indicating the specific nature of the handicap when applicable.[4] The file also contains a series of derived variables including one designating the student's academic track as academic, vocational, both, or neither, and summaries of the student's course taking record by major educational topic.

Note that this file contains a small number of unusual birth years (e.g., 1985, 1987, 1988). While these are undoubtedly not the actual birth years for these 1990 graduates, they are what was entered on the transcripts.

Also note that 96 students have final student weights (FINSTUWT) of zero. These are students receiving regular or honors diplomas (EXSTAT=1 or 2) whose transcripts do not have enough codeable courses to account for at least 75 percent of the Carnegie units required by their schools to graduate (i.e., GRREQFLG=4). In other words only transcripts fully documenting at least 3 years of high school received positive weights. There are 39 students with a GRREQFLG value of 4 who were given positive weights. Fifteen of these received special education diplomas and 24 received certificates of attendance.

---

[3] The first record has 521 characters and the second has 512 characters. We separated the data in this way to facilitate use with systems or packages that have maximum record size constraints between 522 and 1010.

[4] The values of the handicapping condition code are 0-not handicapped, 01-multihandicapped, 02-mentally retarded, 03-hard of hearing, 04-deaf, 05-speech-impaired, 06-visually handicapped/blind, 07-deaf/blind, 08-emotionally disturbed, 09-orthopedically impaired, 10-learning disabled, 11-other disability, and 99-not ascertained.

The weights included on the student file are for all students in the study, both those we can link to the NAEP assessment and those we cannot. Analyses of just the linked students must take into account a different set of nonresponse adjustments than the unlinked weights (see Appendix N). The appropriate weights to be used in such a linked analysis are contained in the Linked Weights File.

5.5 Linked Weights File

The Linked Weights File contains the set of weights needed to perform analyses on the subset of schools and students fully linked to the NAEP assessment. Because different sets of schools were eligible to participate in the NAEP and HSTS studies and because different sets of schools chose to participate in each, different school-level nonresponse adjustments need to be used when constructing weights. For similar reasons, different student-level nonresponse adjustments need to be used when constructing weights. Furthermore, since the main 1990 NAEP study consisted of four parallel sets of assessments (reading, regular mathematics, science, and mathematics estimation), separate sets of weights need to be used for each assessment. In addition, we have provided a separate set of weights for students who were excluded from the NAEP assessments on the basis of a handicap or limited English proficiency.

The Linked Weights file contains one record for each of the 13,744 graduates for whom we have NAEP booklet numbers. As in the Student File, students are identified by the combination of PSU, School, and Student ID variables. The file is sorted by these identifier variables. The first two digits of the student ID identify the assessment in which the student participated. Values between 01-07 indicate reading, 08-14, regular mathematics, 15-21 science, 25 math estimation. Excluded student IDs start with "71".[5] For ease of use, this file also contains the demographic variables included on the Student File.

---

[5] Two other sets of student ID prefixes appear on the Student File, but not the Linked Weights File. The prefix "72" was assigned to students who were absent from their assigned assessment. The prefix "99" is used for all non-linked students; that is, students in schools for whom a sample was drawn in the field for the transcript study.

5.6 IEP/LEP Questionnaire File

School special education staff members were asked to fill out a IEP/LEP Questionnaire for each handicapped student sampled for the study. The IEP/LEP Questionnaire File contains one record for each of 695 students, with data from these completed questionnaires. The file is sorted by PSU, School, and Student ID.

5.7 Tests and Honors File

The Tests and Honors File was originally designed to capture information on standardized test scores, honors, and disciplinary actions that appear on high school transcripts. Since none of the transcripts that we collected listed any disciplinary actions, we have renamed the file accordingly. Approximately one-third of the transcripts contained either standardized test scores or notations regarding honors and awards that students have received. The Tests and Honors file lists this information.

As in the Student File, students are identified by the combination of PSU, School, and Student ID variables. The file is sorted by these identifier variables. Each entry on a transcript is identified with a unique sequence number (unique within student). Entries are sorted by sequence number within student. Each entry also contains an indicator of the record type ("T" = test, "H" = honor), the month and year of the test or honor (if available), the semester (Fall or Spring, if available), and a 40 character description of the honor or the test. For most tests, we have also provided the test score. Although it was not always possible to provide meaningful entries for some test scores (e.g., some schools reported SRA tests with percentiles and some with scaled scores) and the subtests which are reported varied tremendously, we attempted to provide complete and consistent scores for the PSAT math and verbal subtests, the SAT math and verbal subtests, and five ACT subtests. The remaining test information is of interest in so far as it can be used to determine the distribution of test data being reported on high school transcripts. The file contains 47,738 records.

5.8 Transcript File

The Transcript File contains one record for each course appearing on the sampled students' transcripts. This is an extremely large file, containing 686,580 records. Courses are identified by PSU, School, Student ID, and course sequence number (within students). Variables for each course record include grade level when taken, school year when taken, course title, grade received (original and standardized), credit received (original and standardized), course CSSC code, if taught off campus, if taught in a language other than English, if it is a remedial or below-grade-level course, and if it is an honors course.

REFERENCES

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APPENDIX A

1990 HIGH SCHOOL TRANSCRIPT STUDY

TAPE DOCUMENTATION FOR PROJECT DATA FILES

The 1990 High School Transcript Study Tape is an IBM standard labeled tape in EBCDIC format at 6250 BPI. The VOLSER number is 117623. It contains the following files:

Label	DSN	DCB	Description
(1,SL)	SASSPSS.PROGRAMS	LRECL=80 BLKSIZE=3,600 RECFM=FB	Contains this list, JCL, SAS, and SPSS statements
(2,SL)	MASTER.CSSC	LRECL=133 BLKSIZE=14,896 RECFM=FB	The master file of CSSC codes
(3,SL)	COURSE.OFFERING	LRECL=113 BLKSIZE=14,916 RECFM=FB	The Course Offering File for all the schools
(4,SL)	SCHOOL.FINAL	LRECL=399 BLKSIZE=14,364 RECFM=FB	The School File
(5,SL)	STUDENT.FINAL	LRECL=521 BLKSIZE=14,588 RECFM=FB	The Student File
(6,SL)	LINKED.WEIGHTS	LRECL=828 BLKSIZE=14,904 RECFM=FB	The Linked Weights File
(7,SL)	IEPLEP.FINAL	LRECL=66 BLKSIZE=14,916 RECFM=FB	The IEP/LEP Questionnaire File
(8,SL)	TSTHON.FINAL	LRECL=68 BLKSIZE=14,960 RECFM=FB	The Test and Honors File
(9,SL)	TRANS.FINAL	LRECL=76 BLKSIZE=14,972 RECFM=FB	The Transcript File
(10,SL)	CSSC.TEXT	LRECL=80 BLKSIZE=14,880 RECFM=FB	The full text of the CSSC

The remainder of this file contains SAS and SPSS code for manipulating the files and the JCL needed to run the SAS and SPSS jobs. The comments in front of each section of code identify its function. You will need to add a job card to this JCL that satisfies the requirements at your facility. You may also need to modify the JCLLIB statement and the EXEC statement to satisfy the requirements at your facility.

All of the SAS programs appear first. They are followed by the SPSS programs. There are two SAS programs and one SPSS program for each of the data files on the tape. There are no programs for the CSSC.TEXT file which is not a data file per se, but the full text of the CSSC formatted for ease of printing. The programs for the MASTER.CSSC file are reproduced below. The other programs are similar in structure. To obtain a full listing of all the programs, print the file SAS_SPSS.PROGRAMS using your facility's print utility.

```
//*******************************************************************
//* FILE -    MASTER.CSSC
//* PURPOSE - THIS PROGRAM CONVERTS AN ASCII MASTER CSSC FILE
//*           INTO A SAS DATA SET.
//PROCS JCLLIB ORDER=ZABCRUN.PROCLIB
//STEP1 EXEC SAS607,REGION=2000K
//FIN  DD DSN=MASTER.CSSC,
//        DISP=SHR,UNIT=TAPE,
//        VOL=SER=117623,LABEL=(2,SL)
//SASOUT  DD DSN=CSSC.SAS,DISP=(NEW,CATLG),
//   UNIT=FILE,SPACE=(TRK,(8,5),RLSE)
//SYSIN DD *

OPTION PS=59 REPLACE ;

  /* WRITE MASTER CSSC FLAT FILE AS A SAS FILE. */

PROC FORMAT ;
VALUE  $SEQ_F
   '0'  = 'NOT PART OF A COURSE SEQUENCE'
   '1'  = 'INTRODUCTORY COURSE IN A COURSE SEQUENCE'
   '2'  = 'ADVANCED COURSE IN A COURSE SEQUENCE'
;
  VALUE $CRSCSSC
    '0100000'-'0999999' = '0100000-0999999'
    '1000000'-'1999999' = '1000000-1999999'
    '2000000'-'2999999' = '2000000-2999999'
    '3000000'-'3999999' = '3000000-3999999'
    '4000000'-'4999999' = '4000000-4999999'
    '5000000'-'5999999' = '5000000-5999999'
   ;
  VALUE $TITLE
    ' '   = 'MISSING'
    OTHER = 'ALPHANUMERICS'
    ;
RUN;

DATA SASOUT.CSSC ;
   INFILE FIN MISSOVER RECFM=FB LRECL=133 ;
   INPUT @001  CSSC       $CHAR7.
         @008  TITLE      $CHAR125.
         @133  SEQ        $CHAR1.
    ;
   LABEL  CSSC     = 'CSSC COURSE CODE'
          TITLE    = 'COURSE TITLE'
          SEQ      = 'SEQUENCE FLAG'
    ;
  RUN;


PROC FREQ ;
  TABLES  CSSC TITLE SEQ  ;
    FORMAT SEQ $SEQ_F. CSSC $CRSCSSC. TITLE $TITLE.;
RUN;

PROC CONTENTS ;
RUN;

OPTION OBS=10;

PROC PRINT;
TITLE 'CSSC PRINT';
RUN;
```

```
//**********************************************************************
//* FILE - MASTER.CSSC
//* PURPOSE - THIS PROGRAM CONVERTS A SAS DATA SET (MASTER CSSC)
//*          INTO A ASCII TEXT FILE
//PROCS JCLLIB ORDER=ZABCRUN.PROCLIB
//STEP1 EXEC SAS607,REGION=2000K
//SASIN DD DSN=CSSC.SAS,DISP=SHR
//FOUT DD DSN=CSSC.DATA,DISP=(NEW,CATLG,DELETE),
//   UNIT=FILE,SPACE=(TRK,(10,10),RLSE),
//   DCB=(RECFM=FB,LRECL=133,BLKSIZE=14896)
//SYSIN DD *

OPTION PS=59 REPLACE ;

  /* WRITE MASTER CSSC FLAT FILE FROM MASTER CSSC SAS FILE */

DATA _NULL_ ;
    SET SASIN.CSSC ;
    FILE FOUT ;
    PUT @1 CSSC $CHAR7.
        @8 TITLE $CHAR125.
        @133 SEQ $CHAR1. ;
RUN ;
```

Note that some of the variable names in the codebook contain an underscore. Since SPSS does not allow underscores in variable names, each underscore has been replaced by the letter "X" in the corresponding SPSS variable name. This replacement occurred most frequently in the variable names in the file SCHOOL.FINAL.

```
//*******************************************************************
//* FILE -        MASTER.CSSC
//* PURPOSE -     THIS PROGRAM CONVERTS AN ASCII MASTER FILE
//*               OF CSSC CODES INTO AN SPSS SYSTEM FILE
//PROCS   JCLLIB  ORDER=ZABCRUN.PROCLIB
//STEP1   EXEC SPSS
//FIN     DD DSN=MASTER.CSSC,
//        DISP=SHR,UNIT=TAPE,
//        VOL=SER=117623,LABEL=(2,SL)
//SPSSOUT DD DSN=CSSC.SPSS,DISP=(NEW,CATLG),
//           UNIT=FILE,SPACE=(TRK,(250,100),RLSE),
//           DCB=(RECFM=FB,LRECL=133,BLKSIZE=14896)
//SYSIN   DD *
UNNUMBERED
FILE HANDLE FIN
DATA LIST FILE=FIN FIXED TABLE /
              CSSC                    001-007 (A)
              TITLE                   008-132 (A)
              SEQ                     133     (A)
VARIABLE LABELS
         CSSC      'CSSC COURSE CODE'
         TITLE     'COURSE TITLE'
         SEQ       'SEQUENCE FLAG'
VALUE LABELS
     SEQ  '0'  'NOT SEQUENCE'
          '1'  'INTRODUCTORY CRSE'
          '2'  'ADVANCED COURSE'

SAVE OUTFILE=SPSSOUT
LIST VARIABLES=CSSC TO SEQ / FORMAT=WRAP NUMBERED
  /CASE=FROM 1 TO 10
FINISH
```

APPENDIX B
1990 HIGH SCHOOL TRANSCRIPT STUDY
MASTER CSSC FILE

Record 01

HIGH SCHOOL TRANSCRIPT STUDY
CODEBOOK FOR MASTER CSSC FILE
JANUARY 19, 1993

Question Name	Column Number(s)	
CSSC	001-007	CSSC COURSE CODE

0101111- 6000012	= CSSC CODE

NOTE : CSSC CODES ARE DEFINED IN A SEPARATE DOCUMENT, CLASSIFICATION OF SECONDARY SCHOOL COURSES, DEVELOPED BY EVALUATION TECHNOLOGIES INCORPORATED IN 1982 AND REVISED BY WESTAT AND POLICY STUDIES ASSOCIATES IN 1987. FOR THE 1990 STUDY, WESTAT ADDED 18 ADDITIONAL CODES.

THE FIRST SIX DIGITS OF THE CSSC CODE INDICATE THE COURSE CONTENT. THE SEVENTH DIGIT INDICATES WHETHER THE COURSE IS SPECIFICALLY FOR SPECIAL EDUCATION STUDENTS (0 = FUNCTIONAL SPECIAL EDUCATION COURSE, 1 = REGULAR COURSE, 2 = RESOURCE SPECIAL EDUCATION COURSE).

A GIVEN CSSC COURSE CODE MAY HAVE MORE THAN ONE COURSE TITLE LISTED IN THE CSSC DEFINITIONS. IN THAT CASE, THE CSSC COURSE CODE IS REPEATED FOR EACH RELEVANT COURSE TITLE.

Question Name	Column Number(s)	
TITLE	008-132	COURSE TITLE

ALPHANUMERICS- ALPHANUMERICS	= TITLE OF COURSE

Question Name	Column Number(s)	
SEQ	133	SEQUENCE FLAG

0	= NOT PART OF A COURSE SEQUENCE
1	= INTRODUCTORY COURSE IN A COURSE SEQUENCE
2	= ADVANCED COURSE IN A COURSE SEQUENCE

INDEX OF VARIABLES

Variable Name	Column Numbers	Record Number	Codebook Page No.
***** C *****			
CSSC	001-007	Record 01	001
***** S *****			
SEQ	133	Record 01	001
***** T *****			
TITLE	008-132	Record 01	001

```
                THE 1990 HIGH SCHOOL TRANSCRIPT STUDY
                        THE MASTER CSSC FILE

                          CSSC COURSE CODE

                                              Cumulative  Cumulative
CSSC                  Frequency    Percent     Frequency    Percent
--------------------------------------------------------------------
0100000-0999999             333       15.6           333       15.6
1000000-1999999             410       19.2           743       34.8
2000000-2999999             389       18.2          1132       53.0
3000000-3999999             144        6.7          1276       59.7
4000000-4999999             435       20.4          1711       80.1
5000000-5999999             424       19.9          2135      100.0
6000003                       1        0.0          2136      100.0


                            COURSE TITLE

                                              Cumulative  Cumulative
TITLE                 Frequency    Percent     Frequency    Percent
--------------------------------------------------------------------
ALPHANUMERICS              2136      100.0          2136      100.0


                           SEQUENCE FLAG

                                              Cumulative  Cumulative
SEQ                   Frequency    Percent     Frequency    Percent
--------------------------------------------------------------------
NOT SEQUENCE               1561       73.1          1561       73.1
INTRODUCTRY CRSE            207        9.7          1768       82.8
ADVANCED COURSE             368       17.2          2136      100.0
```

APPENDIX C

1990 HIGH SCHOOL TRANSCRIPT STUDY COURSE OFFERINGS FILE

HIGH SCHOOL TRANSCRIPT STUDY
CODEBOOK FOR COURSE OFFERINGS FILE
JANUARY 19, 1993

Question Name	Column Number(s)	
PSU	001-003	PRIMARY SAMPLING UNIT 011-552 = PSU
SCHOOL	004-006	SCHOOL ID (WITHIN PSU) 301-351 = SCHOOL NOTE : BOTH PSU AND SCHOOL ID MUST BE COMBINED TO UNIQUELY IDENTIFY A SCHOOL WITHIN THE DATA FILE.
CATSRCE	007	SOURCE OF CATALOG TITLES 0 = COURSE LIST GENERATED FROM TRANSCRIPTS 1 = SCHOOL PROVIDED A SCHOOL-LEVEL CATALOG, A DISTRICT CATALOG, OR A COURSE LIST. NOTE : SEE VARIABLE CATTYPE.
CATTYPE	008	TYPE OF CATALOG PROVIDED BY SCHOOL 0 = NO MATERIALS AVAILABLE 1 = DISTRICT LEVEL COURSE CATALOG 2 = SCHOOL COURSE LIST 3 = SCHOOL COURSE CATALOG NOTE : A COURSE LIST DOES NOT INCLUDE DESCRIPTIVE INFORMATION REGARDING COURSE CONTENT. A COURSE CATALOG CONTAINS DESCRIPTIVE INFORMATION REGRADING COURSE CONTENT THAT WAS USED IN ASSIGNING CSSC CODES.

Question Name	Column Number(s)	
CRSENAME	009-100	COURSE TITLE ALPHANUMERICS = TITLE OF COURSE, AS IT APPEARED IN THE SCHOOL'S COURSE LISTING. NOTE : LEFT JUSTIFIED
OFFCAMP	101	TAUGHT OFF CAMPUS (FLAG) 0 = NO 1 = YES, AT AREA VO TECH 2 = YES, AT SPECIAL ED CENTER 3 = YES, OTHER 4 = YES, AT MULTIPLE LOCATIONS
OTHLANG	102	TAUGHT IN LANGUAGE OTHER THAN ENGLISH/ESL (FLAG) 0 = NO 1 = YES
REMED	103	REMEDIAL OR BELOW GRADE LEVEL (FLAG) 0 = NO 1 = YES
HONORS	104	HONORS OR GIFTED/TALENTED COURSE (FLAG) 0 = NO 1 = YES
COMBO	105	COMBINATION COURSE (FLAG) 1 = NOT A COMBINATION COURSE (I.E., COURSE NOT SPLIT) 2 = COURSE SPLIT INTO 2 PARTS 3 = COURSE SPLIT INTO 3 PARTS 4 = COURSE SPLIT INTO 4 PARTS NOTE: THIS FLAG INDICATES THAT THE COURSE WAS PART OF A COMBINATION COURSE THAT HAS BEEN SPLIT INTO ITS COMPONENT PARTS. CREDITS WERE ALLOCATED EQUALLY AMONG THE PARTS.

Question Name	Column Number(s)	
CRSECSSC	106-112	COURSE CSSC CODE
SEQ	113	SEQUENCE FLAG

CRSECSSC 106-112 COURSE CSSC CODE

0101111-6000012 = CSSC CODE

NOTE : CSSC CODES ARE DEFINED IN A SEPARATE DOCUMENT, CLASSIFICATION OF SECONDARY SCHOOL COURSES, DEVELOPED BY EVALUATION TECHNOLOGIES INCORPORATED IN 1982 AND REVISED BY WESTAT AND POLICY STUDIES ASSOCIATES IN 1987. FOR THE 1990 STUDY, WESTAT ADDED 18 ADDITIONAL CODES.

THE FIRST SIX DIGITS OF THE CSSC CODE INDICATE THE COURSE CONTENT. THE SEVENTH DIGIT INDICATES WHETHER THE COURSE IS SPECIFICALLY FOR SPECIAL EDUCATION STUDENTS (0 = FUNCTIONAL SPECIAL EDUCATION COURSE, 1 = REGULAR COURSE, 2 = RESOURCE SPECIAL EDUCATION COURSE).

SEQ 113 SEQUENCE FLAG

0 = NOT PART OF A COURSE SEQUENCE
1 = INTRODUCTORY COURSE IN A COURSE SEQUENCE
2 = ADVANCED COURSE IN A COURSE SEQUENCE

INDEX OF VARIABLES

Variable Name	Column Numbers	Record Number	Codebook Page No.
===== C =====			
CATSRCE	007	Record 01	001
CATTYPE	008	Record 01	001
COMBO	105	Record 01	002
CRSECSSC	106-112	Record 01	003
CRSENAME	009-100	Record 01	002
===== H =====			
HONORS	104	Record 01	002
===== O =====			
OFFCAMP	101	Record 01	002
OTHLANG	102	Record 01	002
===== P =====			
PSU	001-003	Record 01	001
===== R =====			
REMED	103	Record 01	002
===== S =====			
SCHOOL	004-006	Record 01	001
SEQ	113	Record 01	003

THE 1990 HIGH SCHOOL TRANSCRIPT STUDY
COURSE OFFERING FILE

PRIMARY SAMPLING UNIT

PSU	Frequency	Percent	Cumulative Frequency	Cumulative Percent
011-552	52563	100.0	52563	100.0

SCHOOL ID (WITHIN PSU)

SCHOOL	Frequency	Percent	Cumulative Frequency	Cumulative Percent
301-351	52563	100.0	52563	100.0

SOURCE OF CATALOG TITLES

CATSRCE	Frequency	Percent	Cumulative Frequency	Cumulative Percent
TRANSCRIPT	6637	12.6	6637	12.6
SCHOOL PROVIDED	45926	87.4	52563	100.0

TYPE OF CATALOG PROVIDED BY SCHOOL

CATTYPE	Frequency	Percent	Cumulative Frequency	Cumulative Percent
NO MATERIALS	2018	3.8	2018	3.8
DISTRIC LEVEL	10041	19.1	12059	22.9
SCHOOL LIST	5053	9.6	17112	32.6
SCHOOL CATALOG	35451	67.4	52563	100.0

COURSE TITLE

CRSENAME	Frequency	Percent	Cumulative Frequency	Cumulative Percent
ALPHANUMERICS	52563	100.0	52563	100.0

TAUGHT OFF CAMPUS (FLAG)

OFFCAMP	Frequency	Percent	Cumulative Frequency	Cumulative Percent
ON CAMPUS	50984	97.0	50984	97.0
VOCATIONAL ED	690	1.3	51674	98.3
SPEC ED CENTER	33	0.1	51707	98.4
OTHER	218	0.4	51925	98.8
MULTIPLE LOCATIO	638	1.2	52563	100.0

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                THE 1990 HIGH SCHOOL TRANSCRIPT STUDY
                        COURSE OFFERING FILE

                TAUGHT IN LANG OTHER THAN ENGLISH/ESL

                                         Cumulative  Cumulative
     OTHLANG   Frequency     Percent     Frequency     Percent
     ------------------------------------------------------------
     NO            51821        98.6         51821        98.6
     YES             742         1.4         52563       100.0


                REMEDIAL OR BELOW GRADE LEVEL (FLAG)

                                         Cumulative  Cumulative
     REMED     Frequency     Percent     Frequency     Percent
     ------------------------------------------------------------
     NO            50814        96.7         50814        96.7
     YES            1749         3.3         52563       100.0


                  HONORS OR GIFTED/TALENTED (FLAG)

                                         Cumulative  Cumulative
     HONORS    Frequency     Percent     Frequency     Percent
     ------------------------------------------------------------
     NO            47821        91.0         47821        91.0
     YES            4742         9.0         52563       100.0


                      COMBINATION COURSE (FLAG)

                                                   Cumulative  Cumulative
     COMBO                 Frequency     Percent     Frequency     Percent
     ----------------------------------------------------------------------
     NOT COMBINATION           51784        98.5         51784        98.5
     SPLIT 2 PARTS               708         1.3         52492        99.9
     SPLIT 3 PARTS                63         0.1         52555       100.0
     SPLIT 4 PARTS                 8         0.0         52563       100.0


                          COURSE CSSC CODE

                                                   Cumulative  Cumulative
     CRSECSSC              Frequency     Percent     Frequency     Percent
     ----------------------------------------------------------------------
     0100000-0999999            6524        12.4          6524        12.4
     1000000-1999999            6422        12.2         12946        24.6
     2000000-2999999           15862        30.2         28808        54.8
     3000000-3999999            5473        10.4         34281        65.2
     4000000-4999999            9967        19.0         44248        84.2
     5000000-5999999            8237        15.7         52485        99.9
     6000000                       1         0.0         52486        99.9
     6000001                      70         0.1         52556       100.0
     6000011                       7         0.0         52563       100.0


                          SEQUENCE (FLAG)

                                                   Cumulative  Cumulative
     SEQ                   Frequency     Percent     Frequency     Percent
     ----------------------------------------------------------------------
     NOT SEQUENCE              27714        52.7         27714        52.7
     INTRODUCTORY              13694        26.1         41408        78.8
     ADVANCED COURSE           11155        21.2         52563       100.0
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APPENDIX D
1990 HIGH SCHOOL TRANSCRIPT STUDY
SCHOOL FILE

HIGH SCHOOL TRANSCRIPT STUDY
CODEBOOK FOR SCHOOL FILE
JANUARY 19, 1993

Question Name	Column Number(s)	
PSU	001-003	PRIMARY SAMPLING UNIT 011-552 = PSU
SCHOOL	004-006	SCHOOL ID (WITHIN PSU) 301-351 = SCHOOL (WITHIN PSU) NOTE : BOTH PSU AND SCHOOL ID MUST BE COMBINED TO UNIQUELY IDENTIFY A SCHOOL WITHIN THE DATA FILE.
CATSRCE	007	SOURCE OF CATALOG TITLES 0 = COURSE LIST GENERATED FROM TRANSCRIPTS 1 = SCHOOL PROVIDED A SCHOOL-LEVEL CATALOG, A DISTRICT CATALOG, OR A COURSE LIST. NOTE : SEE VARIABLE CATTYPE.
CATTYPE	008	TYPE OF CATALOG PROVIDED BY THE SCHOOL 0 = NO MATERIALS AVAILABLE 1 = DISTRICT LEVEL COURSE CATALOG 2 = SCHOOL COURSE LIST 3 = SCHOOL COURSE CATALOG NOTE : A COURSE LIST DOES NOT INCLUDE DESCRIPTIVE INFORMATION REGARDING COURSE CONTENT. A COURSE CATALOG CONTAINS DESCRIPTIVE INFORMATION REGRADING COURSE CONTENT THAT WAS USED IN ASSIGNING CSSC CODES
SDISP	009-011	SCHOOL DISPOSITION CODE REC = PARTICIPATED

Question Name | Column Number(s)

LINKED 012 SAMPLE TYPE

1 = NAEP FULLY LINKED
2 = HSTS ONLY
3 = NAEP, NOT LINKED

NOTE: IN SCHOOLS WHERE IT WAS POSSIBLE, STUDENTS WHO HAD PARTICIPATED IN OR HAD BEEN SELECTED FOR NAEP ASSESSMENT IN 1989-1990 CONSTITUTED THE SAMPLE; OTHERWISE A NEW SAMPLE OF STUDENTS WAS SELECTED WITHIN THE SCHOOL.

STATE 013-014 STATE CODE

01-54 = FIPS STATE NUMBER

STYPE 015 SCHOOL TYPE

1 = PUBLIC SCHOOL
2 = PRIVATE SCHOOL (OTHER THAN CATHOLIC)
3 = CATHOLIC SCHOOL
4 = BUREAU OF INDIAN AFFAIRS
5 = DEPARTMENT OF DEFENSE SCHOOL

URBAN 016 COMMUNITY TYPE

1 = BIG CITY
2 = URBAN FRINGE
3 = MEDIUM CITY
4 = SMALL PLACE

NOTE: COMMUNITY TYPE IS FROM NAEP YEAR 21 THE "DESCRIPTION OF COMMUNITY" VARIABLE.

SCPQ 017 SCHOOL QUEX SOURCE

1 = NAEP
2 = HSTS
9 = MISSING

Question Name	Column Number(s)	
NUMTEACH	018-020	NUMBER OF TEACHERS BLANK = MISSING 000-999 = NUMBER OF TEACHERS IN SCHOOL NOTE: THE NUMBER OF TEACHERS IS FROM THE 1988 QUALITY EDUCATION DATA (QED). FOR SCHOOLS NOT FOUND IN THE QED THE 1988-1989 COMMON CORE OF DATA (CCD) VALUE WAS USED.
ENROLL	021-024	SCHOOL ENROLLMENT BLANK = MISSING 0000-9999 = NUMBER OF STUDENTS NOTE: SCHOOL ENROLLMENT IS FROM THE 1988 QED. FOR SCHOOLS NOT FOUND IN THE QED THE 1988-1989 CCD VALUE WAS USED.
GRADREQ	025-028	TOTAL NUMBER OF CREDITS (CARNEGIE UNITS) REQUIRED FOR GRADUATION IN THIS SCHOOL (FOR THE CLASS OF 1990) BLANK = MISSING 0000-9999 = CREDITS (ADJUSTED TO THE EQUIVALENT OF CARNEGIE UNITS) NOTE: IMPLIED DECIMAL BETWEEN POSITIONS 3 AND 4.
NONELCR	029-032	NUMBER OF SPECIFIED, NONELECTIVE CREDITS INCLUDED IN THE ABOVE (TOTAL NUMBER OF CREDITS THAT ARE SPECIFIED AS BEING IN SPECIFIC FIELDS) BLANK = MISSING 0000-9999 = CREDITS (CARNEGIE UNITS) NOTE: IMPLIED DECIMAL BETWEEN POSITIONS 3 AND 4.
REQ	033	DO THE ABOVE REQUIRMENTS APPLY TO: 1 = 4 YEARS OF HIGH SCHOOL 2 = 3 YEARS OF HIGH SCHOOL 9 = MISSING

Question Name   Column Number(s)

COMPTEST   034

IS THERE A STATE OR DISTRICT COMPETENCY TEST THAT IS REQUIRED FOR GRADUATION?

1 = YES
2 = NO
9 = MISSING

CLASSFLG   035

WHEN GRADUATION REQUIREMENTS ARE NOT FOR THE CLASS OF 1990

BLANK = CLASS OF 1990

NOTE: ALL GRADUATION REQUIREMENTS WERE FOR THE CLASS OF 1990.

Q001   036

WHAT IS YOUR GENDER? (1991 ITEM 110)

1 = MALE
2 = FEMALE
8 = NO RESPONSE
9 = MULTIPLE RESPONSE

NOTE: THIS AND THE FOLLOWING ITEMS ARE FROM THE SCHOOL CHARACTERISTICS AND POLICIES QUESTIONNAIRE (SCPQ). ITEMS STARTING WITH "Q" ARE FROM THE 1990 VERSION OF THE SCPQ OR APPEAR IN BOTH THE 1990 AND 1991 VERSIONS. ITEMS ONLY IN THE 1990 SCPQ ARE INDICATED BY "(1990 ONLY)." ITEMS IN BOTH SCPQS INCLUDE A REFERENCE TO THE 1991 ITEM NUMBER. ITEMS BEGINNING WITH AN "_Q" ARE FROM THE 1991 VERSION OF THE SCPQ AND DO NOT APPEAR IN THE 1990 VERSION.

Q002   037

WHICH BEST DESCRIBES YOU? (1991 ITEM 111)

1 = WHITE (NOT OF HISPANIC ORIGIN)
2 = BLACK (NOT OF HISPANIC ORIGIN)
3 = HISPANIC, REGARDLESS OF RACE
4 = ASIAN OR PACIFIC ISLANDER
5 = AMERICAN INDIAN OR ALASKAN NATIVE
6 = OTHER
8 = NO RESPONSE
9 = MULTIPLE RESPONSE

Question Name	Column Number(s)	
_Q112	038	IF YOU ARE HISPANIC, WHAT IS YOUR HISPANIC BACKGROUND? 1 = I AM NOT HISPANIC 2 = MEXICAN, MEXICAN AMERICAN, OR CHICANO 3 = PUERTO RICAN 4 = CUBAN 5 = OTHER SPANISH OR HISPANIC BACKGROUND 8 = NO RESPONSE 9 = MULTIPLE RESPONSE
Q003	039-040	COUNTING THIS YEAR, HOW MANY TOTAL YEARS OF SCHOOL ADMINISTRATION EXPERIENCE DO YOU HAVE? (1991 ITEM 113) 00-99 = YEARS BLANK = NO RESPONSE
Q004	041	WHAT IS THE HIGHEST ACADEMIC DEGREE YOU HOLD? (1991 ITEM 114) 1 = HIGH SCHOOL DIPLOMA 2 = ASSOCIATE DEGREE/VOCATIONAL CERTIFICATION 3 = BACHELOR'S DEGREE 4 = MASTER'S DEGREE 5 = EDUCATION SPECIALIST'S OR PROFESSIONAL DIPLOMA BASED ON AT LEAST ONE YEAR'S WORK PAST MASTER'S DEGREE LEVEL 6 = DOCTORATE 7 = PROFESSIONAL DEGREE (e.g. M.D., L.L.B, J.D., D.D.S.) 8 = NO RESPONSE 9 = MULTIPLE RESPONSE
_Q115	042	IN WHAT FIELD IS YOUR HIGHEST DEGREE? 1 = EDUCATIONAL ADMINISTRATION 2 = CURRICULUM AND INSTRUCTION 3 = OTHER EDUCATIONAL FIELD (e.g. MATHEMATICS EDUCATION, GUIDANCE, SPECIAL EDUCATION) 4 = A SUBJECT OTHER THAN EDUCATION (e.g. MATHEMATICS, ENGLISH, BUSINESS) 5 = OTHER 8 = NO RESPONSE 9 = MULTIPLE RESPONSE

Question Name	Column Number(s)	
_Q1150	043-044	OTHER HIGHEST DEGREE - SPECIFY 01 = PHILOSOPHY 02 = INSTITUTIONAL MANAGEMENT 88 = NO RESPONSE
Q005	045	DO YOU HAVE A MASTER'S AND/OR DOCTORATE IN EDUCATIONAL ADMINISTRATION? (1990 ONLY) 1 = YES 2 = NO 8 = NO RESPONSE 9 = MULTIPLE RESPONSE
Q006	046-048	HOW MANY DAYS ARE IN YOUR SCHOOL YEAR FOR STUDENTS IN THIS SAMPLE? (AGE 17 AND GRADE 12) (1991 ITEM 116) 000-999 = DAYS BLANK = NO RESPONSE
Q007	049-052	HOW LONG IS THE SCHOOL DAY? (1991 ITEM 117) 0000-2359 = HOURS PLUS MINUTES BLANK = NO RESPONSE
Q008	053-055	DURING HOW MUCH OF THE SCHOOL DAY ARE STUDENTS IN CLASSES OF SOME KIND? EXCLUDE HOMEROOM, LUNCH, RECESS, TIME SPENT CHANGING CLASSES AND STUDY HALL (1991 ITEM 118) 000-959 = HOURS PLUS MINUTES BLANK = NO RESPONSE
Q009	056-059	AS OF OCTOBER 1, 1989 (OR THE NEAREST DATE FOR WHICH DATA ARE AVAILABLE) WHAT WAS THE TOTAL STUDENT ENROLLMENT IN YOUR SCHOOL? (1990 ONLY) 0000-9999 = NUMBER OF STUDENTS BLANK = NO RESPONSE

Question Name	Column Number(s)	
Q010	060-061	ON THE AVERAGE, WHAT PERCENTAGE OF YOUR STUDENTS IS ABSENT ON A GIVEN DAY? INCLUDE EXCUSED AND UNEXCUSED ABSENCES IN CALCULATING THIS RATE. (1991 ITEM 119) 00-99 = PERCENTAGE OF STUDENTS BLANK = NO RESPONSE
Q011	062-064	ABOUT WHAT PERCENTAGE OF THE STUDENTS WHO ARE ENROLLED AT THE BEGINNING OF THE SCHOOL YEAR IS STILL ENROLLED AT THE END OF THE SCHOOL YEAR? (EXCLUDE STUDENTS WHO TRANSFER INTO THE SCHOOL DURING THE SCHOOL YEAR IN CALCULATING THIS RATE). (1991 ITEM 120) 000-100 = PERCENTAGE OF STUDENTS ENROLLED BLANK = NO RESPONSE
Q012	065-067	HOW MANY INDIVIDUALS ARE ON THE TEACHING STAFF? (1990 ONLY) 000-999 = NUMBER OF TEACHERS BLANK = NO RESPONSE NOTE: REFERS TO FULL TIME STAFF PROVIDING AT LEAST 75% OF THEIR TIME IN A CLASSROOM.
_Q121	068-070	HOW MANY FULL TIME INDIVIDUALS ARE ON THE TEACHING STAFF? 000-999 = NUMBER OF TEACHERS BLANK = NO RESPONSE NOTE: REFERS TO FULL TIME STAFF PROVIDING AT LEAST 50% OF THEIR TIME IN A CLASSROOM.
Q013A	071-073	HOW MANY OF THE TEACHING STAFF ARE AMERICAN INDIAN OR ALASKAN NATIVE? (1990 ONLY) 000-999 = NUMBER OF TEACHERS BLANK = NO RESPONSE NOTE: REFERS TO FULL TIME STAFF PROVIDING AT LEAST 75% OF THEIR TIME IN A CLASSROOM.

Question Name	Column Number(s)	
Q013B	074-076	HOW MANY OF THE TEACHING STAFF ARE ASIAN OR PACIFIC ISLANDER? (1990 ONLY) 000-999 = NUMBER OF TEACHERS BLANK = NO RESPONSE NOTE: REFERS TO FULL TIME STAFF PROVIDING AT LEAST 75% OF THEIR TIME IN A CLASSROOM.
Q013C	077-079	HOW MANY OF THE TEACHING STAFF ARE HISPANIC, REGARDLESS OF RACE? (1990 ONLY) 000-999 = NUMBER OF TEACHERS BLANK = NO RESPONSE NOTE: REFERS TO FULL TIME STAFF PROVIDING AT LEAST 75% OF THEIR TIME IN A CLASSROOM.
Q013D	080-082	HOW MANY OF THE TEACHING STAFF ARE BLACK (NOT OF HISPANIC ORIGIN)? (1990 ONLY) 000-999 = NUMBER OF TEACHERS BLANK = NO RESPONSE NOTE: REFERS TO FULL TIME STAFF PROVIDING AT LEAST 75% OF THEIR TIME IN A CLASSROOM.
Q013E	083-085	HOW MANY OF THE TEACHING STAFF ARE WHITE (NOT OF HISPANIC ORIGIN)? (1990 ONLY) 000-999 = NUMBER OF TEACHERS BLANK = NO RESPONSE NOTE: REFERS TO FULL TIME STAFF PROVIDING AT LEAST 75% OF THEIR TIME IN A CLASSROOM.
Q014	086-088	HOW MANY OF TEACHING STAFF ARE FEMALE? (1990 ONLY) 000-999 = NUMBER OF TEACHERS BLANK = NO RESPONSE NOTE: REFERS TO FULL TIME STAFF PROVIDING AT LEAST 75% OF THEIR TIME IN A CLASSROOM.

Question Name	Column Number(s)	
Q015	089-090	ON THE AVERAGE, HOW MANY OF THE TEACHING STAFF ARE ABSENT ON ANY GIVEN DAY IN YOUR SCHOOL? (1990 ONLY) 00-99 = NUMBER OF TEACHERS BLANK = NO RESPONSE NOTE: REFERS TO FULL TIME STAFF PROVIDING AT LEAST 75% OF THEIR TIME IN A CLASSROOM.
_Q122	091-093	ON THE AVERAGE, HOW MANY OF THE FULL TIME TEACHING STAFF IN YOUR SCHOOL ARE ABSENT ON A GIVEN DAY? 000-999 = NUMBER OF TEACHERS BLANK = NO RESPONSE NOTE: REFERS TO FULL TIME STAFF PROVIDING AT LEAST 50% OF THEIR TIME IN A CLASSROOM.
_Q123	094-096	WHAT PERCENT OF THE FULL TIME TEACHERS AT THE END OF THE 1989 - 90 SCHOOL YEAR IS NO LONGER AT THE SCHOOL FOR REASONS OTHER THAN DEATH OR RETIREMENT? 000-999 = PERCENTAGE OF TEACHERS BLANK = NO RESPONSE NOTE: REFERS TO FULL TIME STAFF PROVIDING AT LEAST 50% OF THEIR TIME IN A CLASSROOM.
Q016	097-099	WHAT PERCENTAGE OF THE TEACHING STAFF HAS TAUGHT AT THIS OR ANY OTHER SCHOOL FOR LESS THAN 3 YEARS? (1990 ONLY) 000-100 = PERCENTAGE OF TEACHERS BLANK = NO RESPONSE NOTE: REFERS TO FULL TIME STAFF PROVIDING AT LEAST 75% OF THEIR TIME IN A CLASSROOM.

Question Name	Column Number(s)	
Q017	100-102	WHAT PERCENTAGE OF THE TEACHING STAFF HAS TAUGHT AT THIS OR ANY OTHER SCHOOL FOR 3 TO 6 YEARS? (1990 ONLY) 000-100 = PERCENTAGE OF TEACHERS BLANK = NO RESPONSE NOTE: REFERS TO FULL TIME STAFF PROVIDING AT LEAST 75% OF THEIR TIME IN A CLASSROOM.
Q018	103-105	WHAT PERCENTAGE OF THE TEACHING STAFF HAS TAUGHT AT THIS OR ANY OTHER SCHOOL FOR 7 TO 9 YEARS? (1990 ONLY) 000-100 = PERCENTAGE OF TEACHERS BLANK = NO RESPONSE NOTE: REFERS TO FULL TIME STAFF PROVIDING AT LEAST 75% OF THEIR TIME IN A CLASSROOM.
Q019	106-108	WHAT PERCENTAGE OF THE TEACHING STAFF HAS TAUGHT AT THIS OR ANY OTHER SCHOOL FOR 10 OR MORE YEARS? (1990 ONLY) 000-100 = PERCENTAGE OF TEACHERS BLANK = NO RESPONSE NOTE: REFERS TO FULL TIME STAFF PROVIDING AT LEAST 75% OF THEIR TIME IN A CLASSROOM.
Q020	109	ARE 12TH GRADERS TYPICALLY ASSIGNED TO CLASSES BY ABILITY AND/OR ACHIEVEMENT LEVELS IN ENGLISH? (1991 ITEM 3) 1 = YES 2 = NO 8 = NO RESPONSE 9 = MULTIPLE RESPONSE
Q021	110	ARE 12TH GRADERS TYPICALLY ASSIGNED TO CLASSES BY ABILITY AND/OR ACHIEVEMENT LEVELS IN MATH? (1991 ITEM 4) 1 = YES 2 = NO 8 = NO RESPONSE 9 = MULTIPLE RESPONSE

Question Name	Column Number(s)	
Q022	111	ARE 12TH GRADERS TYPICALLY ASSIGNED TO CLASSES BY ABILITY AND/OR ACHIEVEMENT LEVELS IN SCIENCE? (1990 ONLY) 1 = YES 2 = NO 8 = NO RESPONSE 9 = MULTIPLE RESPONSE
Q023	112	ARE 12TH GRADERS TYPICALLY ASSIGNED TO CLASSES BY ABILITY AND/OR ACHIEVEMENT LEVELS IN SOCIAL STUDIES/HISTORY/GEOGRAPHY? (1990 ONLY) 1 = YES 2 = NO 8 = NO RESPONSE 9 = MULTIPLE RESPONSE
Q024	113-114	BEGINNING WITH 9TH GRADE, HOW MANY SEMESTERS (OR EQUIVALENT) OF COURSE WORK DOES YOUR SCHOOL OR DISTRICT REQUIRE OF EACH STUDENT FOR GRADUATION FROM 12TH GRADE IN ENGLISH? (1991 ITEM 9) 01 = NONE 02 = 1 03 = 2 04 = 3 05 = 4 06 = 5 07 = 6 08 = 7 09 = 8 88 = NO RESPONSE 99 = MULTIPLE RESPONSE
Q025	115-116	BEGINNING WITH 9TH GRADE, HOW MANY SEMESTERS (OR EQUIVALENT) OF COURSE WORK DOES YOUR SCHOOL OR DISTRICT REQUIRE OF EACH STUDENT FOR GRADUATION FROM 12TH GRADE IN MATHEMATICS? (1991 ITEM 10) 01 = NONE 02 = 1 03 = 2 04 = 3 05 = 4 06 = 5 07 = 6 08 = 7 09 = 8 88 = NO RESPONSE 99 = MULTIPLE RESPONSE

Question Name	Column Number(s)	
Q026	117-118	BEGINNING WITH 9TH GRADE, HOW MANY SEMESTERS (OR EQUIVALENT) OF COURSE WORK DOES YOUR SCHOOL OR DISTRICT REQUIRE OF EACH STUDENT FOR GRADUATION FROM 12TH GRADE IN SCIENCE? (1991 ITEM 11)

01 = NONE
02 = 1
03 = 2
04 = 3
05 = 4
06 = 5
07 = 6
08 = 7
09 = 8
88 = NO RESPONSE
99 = MULTIPLE RESPONSE

Question Name	Column Number(s)	
Q027	119-120	BEGINNING WITH 9TH GRADE, HOW MANY SEMESTERS (OR EQUIVALENT) OF COURSE WORK DOES YOUR SCHOOL OR DISTRICT REQUIRE OF EACH STUDENT FOR GRADUATION FROM 12TH GRADE IN COMPUTERS? (1991 ITEM 12)

01 = NONE
02 = 1
03 = 2
04 = 3
05 = 4
06 = 5
07 = 6
08 = 7
09 = 8
88 = NO RESPONSE
99 = MULTIPLE RESPONSE

Question Name	Column Number(s)	
Q028	121-122	BEGINNING WITH 9TH GRADE, HOW MANY SEMESTERS (OR EQUIVALENT) OF COURSE WORK DOES YOUR SCHOOL OR DISTRICT REQUIRE OF EACH STUDENT FOR GRADUATION FROM 12TH GRADE IN FOREIGN LANGUAGES? (1991 ITEM 14)

01 = NONE
02 = 1
03 = 2
04 = 3
05 = 4
06 = 5
07 = 6
08 = 7
09 = 8
88 = NO RESPONSE
99 = MULTIPLE RESPONSE

Question Name	Column Number(s)	
Q029	123-124	BEGINNING WITH 9TH GRADE, HOW MANY SEMESTERS (OR EQUIVALENT) OF COURSE WORK DOES YOUR SCHOOL OR DISTRICT REQUIRE OF EACH STUDENT FOR GRADUATION FROM 12TH GRADE IN U.S.HISTORY? (1990 ONLY)

01 = NONE
02 = 1
03 = 2
04 = 3
05 = 4
06 = 5
07 = 6
08 = 7
09 = 8
88 = NO RESPONSE
99 = MULTIPLE RESPONSE

Question Name	Column Number(s)	
Q030	125-126	BEGINNING WITH 9TH GRADE, HOW MANY SEMESTERS (OR EQUIVALENT) OF COURSE WORK DOES YOUR SCHOOL OR DISTRICT REQUIRE OF EACH STUDENT FOR GRADUATION FROM 12TH GRADE IN U.S. GOVERNMENT/CIVICS? (1990 ONLY)

01 = NONE
02 = 1
03 = 2
04 = 3
05 = 4
06 = 5
07 = 6
08 = 7
09 = 8
88 = NO RESPONSE
99 = MULTIPLE RESPONSE

Question Name	Column Number(s)	
Q031	127-128	BEGINNING WITH 9TH GRADE, HOW MANY SEMESTERS (OR EQUIVALENT) OF COURSE WORK DOES YOUR SCHOOL OR DISTRICT REQUIRE OF EACH STUDENT FOR GRADUATION FROM 12TH GRADE IN GEOGRAPHY? (1990 ONLY)

01 = NONE
02 = 1
03 = 2
04 = 3
05 = 4
06 = 5
07 = 6
08 = 7
09 = 8
88 = NO RESPONSE
99 = MULTIPLE RESPONSE

Question Name	Column Number(s)	
Q032	129-130	BEGINNING WITH 9TH GRADE, HOW MANY SEMESTERS (OR EQUIVALENT) OF COURSE WORK DOES YOUR SCHOOL OR DISTRICT REQUIRE OF EACH STUDENT FOR GRADUATION FROM 12TH GRADE IN OTHER HISTORY/SOCIAL STUDIES? (1990 ONLY)

01 = NONE
02 = 1
03 = 2
04 = 3
05 = 4
06 = 5
07 = 6
08 = 7
09 = 8
88 = NO RESPONSE
99 = MULTIPLE RESPONSE

Question Name	Column Number(s)	
Q033	131-132	BEGINNING WITH 9TH GRADE, HOW MANY SEMESTERS (OR EQUIVALENT) OF COURSE WORK DOES YOUR SCHOOL OR DISTRICT REQUIRE OF EACH STUDENT FOR GRADUATION FROM 12TH GRADE IN ART/MUSIC? (1990 ONLY)

01 = NONE
02 = 1
03 = 2
04 = 3
05 = 4
06 = 5
07 = 6
08 = 7
09 = 8
88 = NO RESPONSE
99 = MULTIPLE RESPONSE

Question Name	Column Number(s)	
Q034	133-134	BEGINNING WITH 9TH GRADE, HOW MANY SEMESTERS (OR EQUIVALENT) OF COURSE WORK DOES YOUR SCHOOL OR DISTRICT REQUIRE OF EACH STUDENT FOR GRADUATION FROM 12TH GRADE IN PHYSICAL EDUCATION? (1991 ITEM 18)

01 = NONE
02 = 1
03 = 2
04 = 3
05 = 4
06 = 5
07 = 6
08 = 7
09 = 8
88 = NO RESPONSE
99 = MULTIPLE RESPONSE

Question Name	Column Number(s)	
_Q013	135-136	BEGINNING WITH 9TH GRADE, HOW MANY SEMESTERS (OR EQUIVALENT) OF COURSE WORK DOES YOUR SCHOOL OR DISTRICT REQUIRE OF EACH STUDENT FOR GRADUATION FROM 12TH GRADE IN SOCIAL STUDIES/HISTORY/GEOGRAPHY? 01 = NONE 02 = 1 03 = 2 04 = 3 05 = 4 06 = 5 07 = 6 08 = 7 09 = 8 88 = NO RESPONSE 99 = MULTIPLE RESPONSE
_Q015	137-138	BEGINNING WITH 9TH GRADE, HOW MANY SEMESTERS (OR EQUIVALENT) OF COURSE WORK DOES YOUR SCHOOL OR DISTRICT REQUIRE OF EACH STUDENT FOR GRADUATION FROM 12TH GRADE IN VOCATIONAL/TECHNICAL/BUSINESS EDUCATION? 01 = NONE 02 = 1 03 = 2 04 = 3 05 = 4 06 = 5 07 = 6 08 = 7 09 = 8 88 = NO RESPONSE 99 = MULTIPLE RESPONSE
_Q016	139-140	BEGINNING WITH 9TH GRADE, HOW MANY SEMESTERS (OR EQUIVALENT) OF COURSE WORK DOES YOUR SCHOOL OR DISTRICT REQUIRE OF EACH STUDENT FOR GRADUATION FROM 12TH GRADE IN ART? 01 = NONE 02 = 1 03 = 2 04 = 3 05 = 4 06 = 5 07 = 6 08 = 7 09 = 8 88 = NO RESPONSE 99 = MULTIPLE RESPONSE

Question Name	Column Number(s)	
_Q017	141-142	BEGINNING WITH 9TH GRADE, HOW MANY SEMESTERS (OR EQUIVALENT) OF COURSE WORK DOES YOUR SCHOOL OR DISTRICT REQUIRE OF EACH STUDENT FOR GRADUATION FROM 12TH GRADE IN MUSIC? 01 = NONE 02 = 1 03 = 2 04 = 3 05 = 4 06 = 5 07 = 6 08 = 7 09 = 8 88 = NO RESPONSE 99 = MULTIPLE RESPONSE
Q035	143	IS THE FOLLOWING MATH COURSE TAUGHT IN YOUR SCHOOL: GENERAL MATH (9-12)? (1991 ITEM 19) 1 = YES 2 = NO 8 = NO RESPONSE 9 = MULTIPLE RESPONSE
Q036	144	ARE THE FOLLOWING MATH COURSES TAUGHT IN YOUR SCHOOL: BUSINESS OR CONSUMER MATH? (1991 ITEM 20) 1 = YES 2 = NO 8 = NO RESPONSE 9 = MULTIPLE RESPONSE
Q037	145	IS THE FOLLOWING MATH COURSE TAUGHT IN YOUR SCHOOL: REMEDIAL MATH? (1990 ONLY) 1 = YES 2 = NO 8 = NO RESPONSE 9 = MULTIPLE RESPONSE
Q038	146	ARE THE FOLLOWING MATH COURSES TAUGHT IN YOUR SCHOOL: INTRODUCTION TO ALGEBRA OR PRE - ALGEBRA? (1991 ITEM 21) 1 = YES 2 = NO 8 = NO RESPONSE 9 = MULTIPLE RESPONSE

Question Name	Column Number(s)	
Q039	147	IS THE FOLLOWING MATH COURSE TAUGHT IN YOUR SCHOOL: FIRST-YEAR ALGEBRA? (1991 ITEM 22) 1 = YES 2 = NO 8 = NO RESPONSE 9 = MULTIPLE RESPONSE
Q040	148	IS THE FOLLOWING MATH COURSE TAUGHT IN YOUR SCHOOL: SECOND-YEAR ALGEBRA? (1991 ITEM 24) 1 = YES 2 = NO 8 = NO RESPONSE 9 = MULTIPLE RESPONSE
Q041	149	IS THE FOLLOWING MATH COURSE TAUGHT IN YOUR SCHOOL: GEOMETRY? (1991 ITEM 23) 1 = YES 2 = NO 8 = NO RESPONSE 9 = MULTIPLE RESPONSE
Q042	150	IS THE FOLLOWING MATH COURSE TAUGHT IN YOUR SCHOOL: TRIGONOMETRY? (1991 ITEM 25) 1 = YES 2 = NO 8 = NO RESPONSE 9 = MULTIPLE RESPONSE
Q043	151	ARE THE FOLLOWING MATH COURSES TAUGHT IN YOUR SCHOOL: PROBABILITY OR STATISTICS? (1991 ITEM 28) 1 = YES 2 = NO 8 = NO RESPONSE 9 = MULTIPLE RESPONSE
Q044	152	IS THE FOLLOWING MATH COURSE TAUGHT IN YOUR SCHOOL: PRE-CALCULUS? (1990 ONLY) 1 = YES 2 = NO 8 = NO RESPONSE 9 = MULTIPLE RESPONSE

Question Name	Column Number(s)	
_Q026	153	ARE THE FOLLOWING MATH COURSES TAUGHT IN YOUR SCHOOL: PRE - CALCULUS, ADVANCED MATHEMATICS, ELEMENTARY FUNCTIONS, OR ALGEBRA III? 1 = YES 2 = NO 8 = NO RESPONSE 9 = MULTIPLE RESPONSE
Q045	154	IS THE FOLLOWING MATH COURSE TAUGHT IN YOUR SCHOOL: CALCULUS? (1991 ITEM 30) 1 = YES 2 = NO 8 = NO RESPONSE 9 = MULTIPLE RESPONSE
_Q027	155	IS THE FOLLOWING MATH COURSE TAUGHT IN YOUR SCHOOL: ANALYTIC GEOMETRY? 1 = YES 2 = NO 8 = NO RESPONSE 9 = MULTIPLE RESPONSE
_Q029	156	ARE THE FOLLOWING MATH COURSES TAUGHT IN YOUR SCHOOL: UNIFIED, INTEGRATED OR SEQUENTIAL MATHEMATICS? 1 = YES 2 = NO 8 = NO RESPONSE 9 = MULTIPLE RESPONSE
_Q031	157	IS THE FOLLOWING MATH COURSE TAUGHT IN YOUR SCHOOL: COMPUTER SCIENCE? 1 = YES 2 = NO 8 = NO RESPONSE 9 = MULTIPLE RESPONSE

Question Name	Column Number(s)	
_Q032	158	ARE THE FOLLOWING MATH COURSES TAUGHT IN YOUR SCHOOL: OTHER? 1 = YES 2 = NO 8 = NO RESPONSE 9 = MULTIPLE RESPONSE
_Q0320	159-160	ARE THE FOLLOWING MATH COURSES TAUGHT IN YOUR SCHOOL: OTHER MATH COURSE - SPECIFY? 01 = APPLIED SEQUENCES IN ALGEBRA AND GEOMETRY 02 = ACCOUNTING 03 = PASCAL 04 = TECHNICAL 05 = MATH ANALYSIS/TRIG 06 = ARITHMETIC 07 = ELEMENTARY ANALYSIS/COMPUTER MATH 08 = COMPUTER MATH 09 = BIBLE 10 = DISCRETE MATH 11 = ANALYSIS 12 = COMPUTER APPLICATIONS 13 = FOUNDATIONS IN MATH 14 = TRIG/ALGEBRA II 88 = NO RESPONSE
Q046	161	IS THE FOLLOWING SCIENCE COURSE TAUGHT IN YOUR SCHOOL: GENERAL SCIENCE? (1990 ONLY) 1 = YES 2 = NO 8 = NO RESPONSE 9 = MULTIPLE RESPONSE
Q047	162	IS THE FOLLOWING SCIENCE COURSE TAUGHT IN YOUR SCHOOL: EARTH SCIENCE? (1990 ONLY) 1 = YES 2 = NO 8 = NO RESPONSE 9 = MULTIPLE RESPONSE
Q048	163	IS THE FOLLOWING SCIENCE COURSE TAUGHT IN YOUR SCHOOL: PHYSICAL SCIENCE? (1990 ONLY) 1 = YES 2 = NO 8 = NO RESPONSE 9 = MULTIPLE RESPONSE

Question Name	Column Number(s)	
Q049	164	IS THE FOLLOWING SCIENCE COURSE TAUGHT IN YOUR SCHOOL: FIRST-YEAR BIOLOGY? (1990 ONLY) 1 = YES 2 = NO 8 = NO RESPONSE 9 = MULTIPLE RESPONSE
Q050	165	IS THE FOLLOWING SCIENCE COURSE TAUGHT IN YOUR SCHOOL: SECOND-YEAR BIOLOGY? (1990 ONLY) 1 = YES 2 = NO 8 = NO RESPONSE 9 = MULTIPLE RESPONSE
Q051	166	IS THE FOLLOWING SCIENCE COURSE TAUGHT IN YOUR SCHOOL: FIRST-YEAR CHEMISTRY? (1990 ONLY) 1 = YES 2 = NO 8 = NO RESPONSE 9 = MULTIPLE RESPONSE
Q052	167	IS THE FOLLOWING SCIENCE COURSE TAUGHT IN YOUR SCHOOL: SECOND-YEAR CHEMISTRY? (1990 ONLY) 1 = YES 2 = NO 8 = NO RESPONSE 9 = MULTIPLE RESPONSE
Q053	168	IS THE FOLLOWING SCIENCE COURSE TAUGHT IN YOUR SCHOOL: FIRST-YEAR PHYSICS? (1990 ONLY) 1 = YES 2 = NO 8 = NO RESPONSE 9 = MULTIPLE RESPONSE
Q054	169	IS THE FOLLOWING SCIENCE COURSE TAUGHT IN YOUR SCHOOL: SECOND-YEAR PHYSICS? (1990 ONLY) 1 = YES 2 = NO 8 = NO RESPONSE 9 = MULTIPLE RESPONSE

Question Name	Column Number(s)	
Q055A	170	ARE STUDENTS REQUIRED TO TAKE MINIMUM COMPETENCY TESTS? (1990 ONLY) 1 = NOT REQUIRED 8 = NO RESPONSE
Q055B	171	ARE STUDENTS REQUIRED TO TAKE MINIMUM COMPETENCY TESTS IN GRADE 9? (1990 ONLY) 1 = YES 8 = NO RESPONSE
Q055C	172	ARE STUDENTS REQUIRED TO TAKE MINIMUM COMPETENCY TESTS IN GRADE 10? (1990 ONLY) 1 = YES 8 = NO RESPONSE
Q055D	173	ARE STUDENTS REQUIRED TO TAKE MINIMUM COMPETENCY TESTS IN GRADE 11? (1990 ONLY) 1 = YES 8 = NO RESPONSE
Q055E	174	ARE STUDENTS REQUIRED TO TAKE MINIMUM COMPETENCY TESTS IN GRADE 12? (1990 ONLY) 1 = YES 8 = NO RESPONSE
_Q034A	175	ARE STUDENTS REQUIRED TO TAKE STATE MINIMUM COMPETENCY TESTS? 1 = NOT REQUIRED 8 = NO RESPONSE
_Q034B	176	ARE STUDENTS REQUIRED TO TAKE STATE MINIMUM COMPETENCY TESTS IN GRADE 9? 1 = YES 8 = NO RESPONSE

Question Name	Column Number(s)	
_Q034C	177	ARE STUDENTS REQUIRED TO TAKE STATE MINIMUM COMPETENCY TESTS IN GRADE 10? 1 = YES 8 = NO RESPONSE
_Q034D	178	ARE STUDENTS REQUIRED TO TAKE STATE MINIMUM COMPETENCY TESTS IN GRADE 11? 1 = YES 8 = NO RESPONSE
_Q034E	179	ARE STUDENTS REQUIRED TO TAKE STATE MINIMUM COMPETENCY TESTS IN GRADE 12? 1 = YES 8 = NO RESPONSE
Q056A	180	ARE STUDENTS REQUIRED TO TAKE CURRICULUM-BASED TESTS COVERING A BROAD RANGE OF COMPETENCIES? (1990 ONLY) 1 = NOT REQUIRED 8 = NO RESPONSE
Q056B	181	ARE STUDENTS REQUIRED TO TAKE CURRICULUM-BASED TESTS COVERING A WIDE RANGE OF COMPETENCIES IN GRADE 9? (1990 ONLY) 1 = YES 8 = NO RESPONSE
Q056C	182	ARE STUDENTS REQUIRED TO TAKE CURRICULUM-BASED TESTS COVERING A WIDE RANGE OF COMPETENCIES IN GRADE 10? (1990 ONLY) 1 = YES 8 = NO RESPONSE

Question Name	Column Number(s)	
Q056D	183	ARE STUDENTS REQUIRED TO TAKE CURRICULUM-BASED TESTS COVERING A WIDE RANGE OF COMPETENCIES IN GRADE 11? (1990 ONLY) 1 = YES 8 = NO RESPONSE
Q056E	184	ARE STUDENTS REQUIRED TO TAKE CURRICULUM-BASED TESTS COVERING A WIDE RANGE OF COMPETENCIES IN GRADE 12? (1990 ONLY) 1 = YES 8 = NO RESPONSE
Q057A	185	ARE STUDENTS REQUIRED TO TAKE NORM REFERENCED STANDARDIZED ACHIEVEMENT TESTS? (1990 ONLY) 1 = NOT REQUIRED 8 = NO RESPONSE
Q057B	186	ARE STUDENTS REQUIRED TO TAKE NORM REFERENCED STANDARDIZED ACHIEVEMENT TESTS IN GRADE 9? (1990 ONLY) 1 = YES 8 = NO RESPONSE
Q057C	187	ARE STUDENTS REQUIRED TO TAKE NORM REFERENCED STANDARDIZED ACHIEVEMENT TESTS IN GRADE 10? (1990 ONLY) 1 = YES 8 = NO RESPONSE
Q057D	188	ARE STUDENTS REQUIRED TO TAKE NORM REFERENCED STANDARDIZED ACHIEVEMENT TESTS IN GRADE 11? (1990 ONLY) 1 = YES 8 = NO RESPONSE

Question Name	Column Number(s)	
Q057E	189	ARE STUDENTS REQUIRED TO TAKE NORM REFERENCED STANDARDIZED ACHIEVEMENT TESTS IN GRADE 12? (1990 ONLY) 1 = YES 8 = NO RESPONSE
_Q033A	190	ARE STUDENTS REQUIRED TO TAKE TESTS INCLUDED IN DISTRICT TESTING PROGRAMS? 1 = NOT REQUIRED 8 = NO RESPONSE
_Q033B	191	ARE STUDENTS REQUIRED TO TAKE TESTS INCLUDED IN DISTRICT TESTING PROGRAMS IN GRADE 9? 1 = YES 8 = NO RESPONSE
_Q033C	192	ARE STUDENTS REQUIRED TO TAKE TESTS INCLUDED IN DISTRICT TESTING PROGRAMS IN GRADE 10? 1 = YES 8 = NO RESPONSE
_Q033D	193	ARE STUDENTS REQUIRED TO TAKE TESTS INCLUDED IN DISTRICT TESTING PROGRAMS IN GRADE 11? 1 = YES 8 = NO RESPONSE
_Q033E	194	ARE STUDENTS REQUIRED TO TAKE TESTS INCLUDED IN DISTRICT TESTING PROGRAMS IN GRADE 12? 1 = YES 8 = NO RESPONSE
_Q035A	195	ARE STUDENTS REQUIRED TO TAKE OTHER STATE-MANDATED TESTS? 1 = NOT REQUIRED 8 = NO RESPONSE

Question Name	Column Number(s)	
_Q035B	196	ARE STUDENTS REQUIRED TO TAKE OTHER STATE-MANDATED TESTS IN GRADE 9? 1 = YES 8 = NO RESPONSE
_Q035C	197	ARE STUDENTS REQUIRED TO TAKE OTHER STATE-MANDATED TESTS IN GRADE 10? 1 = YES 8 = NO RESPONSE
_Q035D	198	ARE STUDENTS REQUIRED TO TAKE OTHER STATE-MANDATED TESTS IN GRADE 11? 1 = YES 8 = NO RESPONSE
_Q035E	199	ARE STUDENTS REQUIRED TO TAKE OTHER STATE-MANDATED TESTS IN GRADE 12? 1 = YES 8 = NO RESPONSE
_Q036A	200	ARE STUDENTS REQUIRED TO TAKE OTHER TESTS? 1 = NOT REQUIRED 8 = NO RESPONSE
_Q036B	201	ARE STUDENTS REQUIRED TO TAKE OTHER TESTS IN GRADE 9? 1 = YES 8 = NO RESPONSE
_Q036C	202	ARE STUDENTS REQUIRED TO TAKE OTHER TESTS IN GRADE 10? 1 = YES 8 = NO RESPONSE

Question Name	Column Number(s)	
_Q036D	203	ARE STUDENTS REQUIRED TO TAKE OTHER TESTS IN GRADE 11? 1 = YES 8 = NO RESPONSE
_Q036E	204	ARE STUDENTS REQUIRED TO TAKE OTHER TESTS IN GRADE 12? 1 = YES 8 = NO RESPONSE
_Q036O	205-206	OTHER TESTING REQUIRED - SPECIFY 01 = CURRICULUM REFERENCE TESTS 02 = PSAT 03 = PSAT/NMSQT/SAT/ACH 04 = SCHOOL PLACEMENT 05 = PRE - /POST- TEST MATH AND ENGLISH 06 = ASVAB 07 = SAT 08 = CTBS 09 = OVIS 10 = ERB/PSAT/SAT/ACH 88 = NO RESPONSE
Q058	207	ARE RESULTS OF SCHOOL-WIDE TESTS USED FOR CURRICULUM PLANNING? (1990 ONLY) 1 = YES 2 = NO 8 = NO RESPONSE 9 = MULTIPLE RESPONSE
_Q037	208	ARE RESULTS OF STATE OR DISTRICT-WIDE TESTS USED FOR CURRICULUM PLANNING? 1 = YES 2 = NO 8 = NO RESPONSE 9 = MULTIPLE RESPONSE

Question Name	Column Number(s)	
Q059	209	ARE RESULTS OF SCHOOL-WIDE TESTS USED FOR ASSIGNING STUDENTS TO CLASSES, INCLUDING SPECIAL CLASSES FOR HIGH- OR LOW-ACHIEVING STUDENTS? (1990 ONLY) 1 = YES 2 = NO 8 = NO RESPONSE 9 = MULTIPLE RESPONSE
_Q038	210	ARE RESULTS OF STATE OR DISTRICT-WIDE TESTS USED FOR ASSIGNMENT OF STUDENTS TO CLASSES, INCLUDING SPECIAL CLASSES FOR HIGH- OR LOW-ACHIEVING STUDENTS? 1 = YES 2 = NO 8 = NO RESPONSE 9 = MULTIPLE RESPONSE
Q060	211	ARE RESULTS OF SCHOOL-WIDE TESTS USED FOR STUDENT PROMOTION? (1990 ONLY) 1 = YES 2 = NO 8 = NO RESPONSE 9 = MULTIPLE RESPONSE
_Q039	212	ARE RESULTS OF STATE OR DISTRICT-WIDE TESTS USED FOR STUDENT PROMOTION AND/OR RETENTION? 1 = YES 2 = NO 8 = NO RESPONSE 9 = MULTIPLE RESPONSE
Q061	213	ARE RESULTS OF SCHOOL-WIDE TESTS USED FOR STUDENT GRADUATION? (1990 ONLY) 1 = YES 2 = NO 8 = NO RESPONSE 9 = MULTIPLE RESPONSE

Question Name	Column Number(s)	
Q062	214	ARE RESULTS OF SCHOOL-WIDE TESTS USED FOR PUBLIC AND ACCOUNTABILITY REPORTING (TO PARENTS, DISTRICT, STATE, ETC.)? (1990 ONLY) 1 = YES 2 = NO 8 = NO RESPONSE 9 = MULTIPLE RESPONSE
_Q040	215	ARE RESULTS OF STATE OR DISTRICT-WIDE TESTS USED FOR ACCOUNTABILITY AND REPORTING (TO PARENTS, DISTRICT, STATE, ETC.)? 1 = YES 2 = NO 8 = NO RESPONSE 9 = MULTIPLE RESPONSE
_Q041	216	ARE RESULTS OF STATE OR DISTRICT-WIDE TESTS USED FOR INSTRUCTIONAL PLANNING BY INDIVIDUAL TEACHERS? 1 = YES 2 = NO 8 = NO RESPONSE 9 = MULTIPLE RESPONSE
_Q042	217	ARE RESULTS OF STATE OR DISTRICT-WIDE TESTS USED FOR STUDENT NEEDS DIAGNOSIS OF INDIVIDUAL STUDENT NEEDS? 1 = YES 2 = NO 8 = NO RESPONSE 9 = MULTIPLE RESPONSE
Q063	218	HAS SCHOOL IDENTIFIED READING AS A SPECIAL PRIORITY? (1991 ITEM 43) 1 = YES 2 = NO 8 = NO RESPONSE 9 = MULTIPLE RESPONSE

Question Name	Column Number(s)	
Q064	219	HAS SCHOOL IDENTIFIED WRITING AS A SPECIAL PRIORITY? (1991 ITEM 44) 1 = YES 2 = NO 8 = NO RESPONSE 9 = MULTIPLE RESPONSE
Q065	220	HAS SCHOOL IDENTIFIED MATHEMATICS AS A SPECIAL PRIORITY? (1991 ITEM 45) 1 = YES 2 = NO 8 = NO RESPONSE 9 = MULTIPLE RESPONSE
Q066	221	HAS SCHOOL IDENTIFIED SCIENCE AS A SPECIAL PRIORITY? (1991 ITEM 46) 1 = YES 2 = NO 8 = NO RESPONSE 9 = MULTIPLE RESPONSE
Q067	222	HAS SCHOOL IDENTIFIED COMPUTERS AS A SPECIAL PRIORITY? (1991 ITEM 47) 1 = YES 2 = NO 8 = NO RESPONSE 9 = MULTIPLE RESPONSE
Q068	223	HAS SCHOOL IDENTIFIED OTHER AS A SPECIAL PRIORITY? (1991 ITEM 49) 1 = YES 2 = NO 8 = NO RESPONSE 9 = MULTIPLE RESPONSE

Question Name	Column Number(s)	
_Q0490	224-225	OTHER IDENTIFIED AS A PRIORITY IN THE LAST 2 YEARS - SPECIFY?

01 = TECHNOLOGY ED
02 = SOCIAL STUDIES
03 = ESL SCORE COMMUNICATIONS SKILLS
04 = MATH
05 = HOME ECONOMICS
88 = NO RESPONSE

Question Name	Column Number(s)	
_Q048	226	HAS SCHOOL IDENTIFIED INTEGRATION OF SEPARATE SUBJECTS AS A PRIORITY THE LAST 2 YEARS?

1 = YES
2 = NO
8 = NO RESPONSE
9 = MULTIPLE RESPONSE

Question Name	Column Number(s)	
Q069	227	DOES YOUR SCHOOL HAVE A SUSTAINED SILENT READING PROGRAM SCHOOL WIDE? (1990 ONLY)

1 = YES, REQUIRED
2 = YES, ENCOURAGED
3 = NO
8 = NO RESPONSE
9 = MULTIPLE RESPONSE

Question Name	Column Number(s)	
Q070	228	DOES YOUR SCHOOL HAVE READING ACROSS THE CONTENT AREAS SCHOOL WIDE? (1990 ONLY)

1 = YES, REQUIRED
2 = YES, ENCOURAGED
3 = NO
8 = NO RESPONSE
9 = MULTIPLE RESPONSE

Question Name	Column Number(s)	
_Q050	229	DOES YOUR SCHOOL HAVE WRITING ACROSS THE CURRICULUM SCHOOL WIDE?

1 = YES, REQUIRED
2 = YES, ENCOURAGED
3 = NO
8 = NO RESPONSE
9 = MULTIPLE RESPONSE

Question Name	Column Number(s)	
_Q051	230	DOES YOUR SCHOOL HAVE INTEGRATION OF COMPUTERS INTO THE CURRICULUM SCHOOL WIDE? 1 = YES, REQUIRED 2 = YES, ENCOURAGED 3 = NO 8 = NO RESPONSE 9 = MULTIPLE RESPONSE
_Q052	231	DOES YOUR SCHOOL HAVE AN INNOVATIVE MATHEMATICS PROGRAM SCHOOL WIDE? 1 = YES, REQUIRED 2 = YES, ENCOURAGED 3 = NO 8 = NO RESPONSE 9 = MULTIPLE RESPONSE
Q071	232	ARE COMPUTERS AVAILABLE ALL THE TIME IN MATH CLASSROOMS? (1990 ONLY) 1 = YES 2 = NO 8 = NO RESPONSE 9 = MULTIPLE RESPONSE
Q072	233	ARE COMPUTERS GROUPED IN A SEPARATE COMPUTER LAB AVAILABLE TO MATH CLASSES? (1990 ONLY) 1 = YES 2 = NO 8 = NO RESPONSE 9 = MULTIPLE RESPONSE
Q073	234	ARE COMPUTERS AVAILABLE TO BRING TO MATH CLASSES WHEN NEEDED? (1990 ONLY) 1 = YES 2 = NO 8 = NO RESPONSE 9 = MULTIPLE RESPONSE

Question Name	Column Number(s)	
Q074	235	WHICH BEST DESCRIBES YOUR SCHOOL'S POLICY ON CALCULATOR USE IN MATH CLASSES? (1990 ONLY) 1 = THE SCHOOL PROVIDES CALCULATORS FOR CLASSROOM USE 2 = STUDENTS ARE ALLOWED TO USE THEIR OWN CALCULATORS 3 = CALCULATORS ARE NOT PERMITTED 4 = THERE IS NO SCHOOL POLICY ON CALCULATOR USE 8 = NO RESPONSE 9 = MULTIPLE RESPONSE
_Q054	236	WHICH BEST DESCRIBES YOUR SCHOOL'S POLICY ON THE USE OF CALCULATORS? 1 = STUDENTS ARE ALLOWED TO USE CALCULATORS FOR ALL SCHOOLWORK INCLUDING TESTS 2 = STUDENTS ARE ALLOWED TO USE CALCULATORS FOR ALL SCHOOLWORK EXCEPT TESTS 3 = INDIVIDUAL TEACHERS DECIDE ABOUT THE USE OF CALCULATORS IN THEIR OWN CLASSES 4 = CALCULATORS ARE NOT PERMITTED 5 = THERE IS NO SCHOOL POLICY ON CALCULATOR USE 8 = NO RESPONSE 9 = MULTIPLE RESPONSE
Q075	237	DOES YOUR SCHOOL HAVE SCIENCE LABORATORY FACILITIES IN 1 OR MORE CLASSROOMS? (1990 ONLY) 1 = YES 2 = NO 8 = NO RESPONSE 9 = MULTIPLE RESPONSE
Q076	238	DOES YOUR SCHOOL HAVE 1 OR MORE GENERAL-PURPOSE SCIENCE LABORATORIES? (1990 ONLY) 1 = YES 2 = NO 8 = NO RESPONSE 9 = MULTIPLE RESPONSE

Question Name	Column Number(s)	
Q077	239	DOES YOUR SCHOOL HAVE 1 OR MORE SPECIALIZED SCIENCE LABORATORIES? (E.G., FOR BIOLOGY, CHEMISTRY) (1990 ONLY) 1 = YES 2 = NO 8 = NO RESPONSE 9 = MULTIPLE RESPONSE
Q078	240-242	HOW MANY MICROCOMPUTERS OR TERMINALS ARE AVAILABLE FOR STUDENTS TO USE? (1990 ONLY) 000-999 = NUMBER OF COMPUTERS BLANK = NO RESPONSE
_Q053	243-245	HOW MANY COMPUTERS ARE THERE IN YOUR SCHOOL THAT ARE USED EXCLUSIVELY OR PRIMARILY FOR INSTRUCTION? 000-999 = NUMBER OF COMPUTERS BLANK = NO RESPONSE
Q079	246-248	APPROXIMATELY WHAT PERCENT OF YOUR STUDENTS USE COMPUTERS IN SCHOOL AS PART OF THEIR INSTRUCTIONAL PROGRAMS IN ANY WAY? (1990 ONLY) 000-100 = PERCENT OF STUDENTS BLANK = NO RESPONSE
Q080	249-251	HOW MANY STUDENTS IN YOUR SCHOOL RECEIVE THE FOLLOWING SPECIAL SERVICE: SUBSDIZED SCHOOL LUNCH AND/OR NUTRITION PROGRAM? (1991 ITEM 55) 000-999 = NUMBER OF STUDENTS BLANK = NO RESPONSE
Q081	252-254	HOW MANY STUDENTS IN YOUR SCHOOL RECEIVE THE FOLLOWING SPECIAL SERVICE: REMEDIAL READING INSTRUCTION? (1991 ITEM 56) 000-999 = NUMBER OF STUDENTS BLANK = NO RESPONSE

Question Name	Column Number(s)	
Q082	255-257	HOW MANY STUDENTS IN YOUR SCHOOL RECEIVE THE FOLLOWING SPECIAL SERVICE: REMEDIAL MATH INSTRUCTION? (1991 ITEM 57) 000-999 = NUMBER OF STUDENTS BLANK = NO RESPONSE
Q083	258-260	HOW MANY STUDENTS IN YOUR SCHOOL RECEIVE THE FOLLOWING SPECIAL SERVICE: BILINGUAL EDUCATION? (1991 ITEM 58) 000-999 = NUMBER OF STUDENTS BLANK = NO RESPONSE
Q084	261-263	HOW MANY STUDENTS IN YOUR SCHOOL RECEIVE THE FOLLOWING SPECIAL SERVICE: ENGLISH AS 2ND LANGUAGE INSTRUCTION (NOT IN A BILINGUAL EDUCATION PROGRAM)? (1991 ITEM 59) 000-999 = NUMBER OF STUDENTS BLANK = NO RESPONSE
Q085	264-266	HOW MANY STUDENTS IN YOUR SCHOOL RECEIVE THE FOLLOWING SPECIAL SERVICE: SPECIAL EDUCATION FOR THE HANDICAPPED? (1991 ITEM 60) 000-999 = NUMBER OF STUDENTS BLANK = NO RESPONSE
Q086	267-269	HOW MANY STUDENTS IN YOUR SCHOOL RECEIVE THE FOLLOWING SPECIAL SERVICE: GIFTED AND TALENTED EDUCATION? (1990 ONLY) 000-999 = NUMBER OF STUDENTS BLANK = NO RESPONSE
Q087	270-272	HOW MANY STUDENTS IN YOUR SCHOOL RECEIVE THE FOLLOWING SPECIAL SERVICE: VOCATIONAL/TECHNICAL TRAINING? (1990 ONLY) 000-999 = NUMBER OF STUDENTS BLANK = NO RESPONSE

Question Name	Column Number(s)	
Q088	273-275	HOW MANY REMEDIAL READING SPECIALISTS WORK IN YOUR SCHOOL? (1991 ITEM 124) 000-999 = NUMBER OF SPECIALISTS BLANK = NO RESPONSE NOTE: IMPLIED DECIMAL IS BETWEEN CHARACTER 2 AND 3.
Q089	276-278	HOW MANY REMEDIAL MATHEMATICS SPECIALISTS WORK IN YOUR SCHOOL? (1991 ITEM 125) 000-999 = NUMBER OF SPECIALISTS BLANK = NO RESPONSE NOTE: IMPLIED DECIMAL IS BETWEEN CHARACTER 2 AND 3.
Q090	279-281	HOW MANY BILINGUAL/ESOL SPECIALISTS WORK IN YOUR SCHOOL? (1990 ONLY) 000-999 = NUMBER OF SPECIALISTS BLANK = NO RESPONSE NOTE: IMPLIED DECIMAL IS BETWEEN CHARACTER 2 AND 3.
_Q126	282-284	HOW MANY BILINGUAL EDUCATION SPECIALISTS WORK IN YOUR SCHOOL? 000-999 = NUMBER OF SPECIALISTS BLANK = NO RESPONSE NOTE: IMPLIED DECIMAL IS BETWEEN CHARACTER 2 AND 3.

Question Name	Column Number(s)	
_Q127	285-287	HOW MANY ENGLISH AS A SECOND LANGUAGE SPECIALISTS WORK IN YOUR SCHOOL? 000-999 = NUMBER OF SPECIALISTS BLANK = NO RESPONSE NOTE: IMPLIED DECIMAL IS BETWEEN CHARACTER 2 AND 3.
Q091	288-290	HOW MANY SPECIAL EDUCATION TEACHERS WORK IN YOUR SCHOOL? (1991 ITEM 128) 000-999 = NUMBER OF SPECIAL ED TEACHERS BLANK = NO RESPONSE NOTE: IMPLIED DECIMAL IS BETWEEN CHARACTER 2 AND 3.
Q092	291-293	HOW MANY TEACHER AIDES WORK IN YOUR SCHOOL? (1991 ITEM 129) 000-999 = NUMBER OF AIDES BLANK = NO RESPONSE NOTE: IMPLIED DECIMAL IS BETWEEN CHARACTER 2 AND 3.
Q093	294-296	HOW MANY COUNSELORS WORK IN YOUR SCHOOL? (1991 ITEM 130) 000-999 = NUMBER OF COUNSELORS BLANK = NO RESPONSE NOTE: IMPLIED DECIMAL IS BETWEEN CHARACTER 2 AND 3.

Question Name	Column Number(s)	
Q094	297-299	HOW MANY PSYCHOLOGISTS WORK IN YOUR SCHOOL? (1991 ITEM 131) 000-999 = NUMBER OF PSYCHOLOGISTS BLANK = NO RESPONSE NOTE: IMPLIED DECIMAL IS BETWEEN CHARACTER 2 AND 3.
Q095	300-302	HOW MANY SOCIAL WORKERS WORK IN YOUR SCHOOL? (1991 ITEM 132) 000-999 = NUMBER OF SOCIAL WORKERS BLANK = NO RESPONSE NOTE: IMPLIED DECIMAL IS BETWEEN CHARACTER 2 AND 3.
Q096	303	DO YOU USE COMMUNITY SOCIAL SERVICE AGENCIES TO PROVIDE INSTRUCTION OR SERVICES IN THE SCHOOL? (1991 ITEM 61) 1 = YES, EXTENSIVE USE 2 = YES, LIMITED USE 3 = NO 8 = NO RESPONSE 9 = MULTIPLE RESPONSE
Q097	304	DO YOU USE COMMUNITY HEALTH SERVICE AGENCIES TO PROVIDE INSTRUCTION OR SERVICES IN THE SCHOOL? (1991 ITEM 62) 1 = YES, EXTENSIVE USE 2 = YES, LIMITED USE 3 = NO 8 = NO RESPONSE 9 = MULTIPLE RESPONSE
Q098	305	DO YOU USE LOCAL BUSINESSES AND INDUSTRIES TO PROVIDE INSTRUCTION OR SERVICES IN THE SCHOOL? (1991 ITEM 63) 1 = YES, EXTENSIVE USE 2 = YES, LIMITED USE 3 = NO 8 = NO RESPONSE 9 = MULTIPLE RESPONSE

Question Name	Column Number(s)	
Q099	306	DO YOU USE COMMUNITY OR CHURCH SERVICE CLUBS TO PROVIDE INSTRUCTION OR SERVICES IN THE SCHOOL? (1991 ITEM 64) 1 = YES, EXTENSIVE USE 2 = YES, LIMITED USE 3 = NO 8 = NO RESPONSE 9 = MULTIPLE RESPONSE
_Q065	307	DO YOU USE ADULT VOLUNTEERS TO PROVIDE INSTRUCTION OR SERVICES IN THE SCHOOL? 1 = YES, EXTENSIVE USE 2 = YES, LIMITED USE 3 = NO 8 = NO RESPONSE 9 = MULTIPLE RESPONSE
Q100	308	ARE PARENTS NOTIFIED AFTER 1-3 DAYS OF A STUDENT'S UNEXCUSED ABSENCE? (1990 ONLY) 1 = YES 2 = NO 8 = NO RESPONSE 9 = MULTIPLE RESPONSE
Q101	309	ARE PARENTS NOTIFIED IN BETWEEN REPORT CARDS IF A STUDENT'S GRADES ARE LOW? (1990 ONLY) 1 = YES 2 = NO 8 = NO RESPONSE 9 = MULTIPLE RESPONSE
Q102	310	ARE PARENTS NOTIFIED WHEN STUDENT IS FIRST SENT TO THE OFFICE FOR DISRUPTIVE BEHAVIOR? (1990 ONLY) 1 = YES 2 = NO 8 = NO RESPONSE 9 = MULTIPLE RESPONSE

Question Name	Column Number(s)	
Q103	311	ARE REGULAR PARENT/TEACHER CONFERENCES HELD? (1990 ONLY) 1 = YES 2 = NO 8 = NO RESPONSE 9 = MULTIPLE RESPONSE
_Q066	312	DOES YOUR SCHOOL NOTIFY PARENTS AFTER 1-3 DAYS OF A STUDENT'S UNEXCUSED ABSENCE OR THAT THE STUDENT HAS BEEN SENT TO THE OFFICE FOR DISRUPTIVE BEHAVIOR? 1 = YES,ROUTINELY 2 = YES,OCCASIONALLY 3 = NO 8 = NO RESPONSE 9 = MULTIPLE RESPONSE
_Q067	313	IS INFORMATION PROVIDED TO PARENTS ABOUT THE SCHOOL (E.G., PUBLISH A PARENT NEWSLETTER)? 1 = YES,ROUTINELY 2 = YES,OCCASIONALLY 3 = NO 8 = NO RESPONSE 9 = MULTIPLE RESPONSE
_Q068	314	DOES SCHOOL SPONSOR A PTA OR PTO? 1 = YES,ROUTINELY 2 = YES,OCCASIONALLY 3 = NO 8 = NO RESPONSE 9 = MULTIPLE RESPONSE
_Q069	315	DOES SCHOOL NOTIFY PARENTS OF STUDENT'S ACADEMIC PROGRESS BETWEEN REPORT CARDS? 1 = YES,ROUTINELY 2 = YES,OCCASIONALLY 3 = NO 8 = NO RESPONSE 9 = MULTIPLE RESPONSE

Question Name	Column Number(s)	
_Q070	316	ARE PARENTS CONSULTED ABOUT PLACEMENT DECISIONS, COURSE SELECTION, OR CHOICE OF ACADEMIC PROGRAM? 1 = YES,ROUTINELY 2 = YES,OCCASIONALLY 3 = NO 8 = NO RESPONSE 9 = MULTIPLE RESPONSE
_Q071	317	DOES SCHOOL HOLD SCHEDULED PARENT-TEACHER CONFERENCES? 1 = YES,ROUTINELY 2 = YES,OCCASIONALLY 3 = NO 8 = NO RESPONSE 9 = MULTIPLE RESPONSE
_Q072	318	DOES SCHOOL USE PARENTS AS AIDES IN CLASSROOMS? 1 = YES,ROUTINELY 2 = YES,OCCASIONALLY 3 = NO 8 = NO RESPONSE 9 = MULTIPLE RESPONSE
_Q073	319	DOES SCHOOL ENCOURAGE PARENTS TO VISIT CLASSROOMS? 1 = YES,ROUTINELY 2 = YES,OCCASIONALLY 3 = NO 8 = NO RESPONSE 9 = MULTIPLE RESPONSE
Q104	320	SINCE THE BEGINNING OF THE 1984-85 SCHOOL YEAR HAS YOUR SCHOOL LENGTHENED THE SCHOOL DAY? (1990 ONLY) 1 = YES, BY SCHOOL POLICY 2 = YES, BY STATE OR DISTRICT POLICY 3 = NO 8 = NO RESPONSE 9 = MULTIPLE RESPONSE

Question Name   Column Number(s)

Q105   321   SINCE THE BEGINNING OF THE 1984-85 SCHOOL YEAR HAS YOUR SCHOOL LENGTHENED THE SCHOOL YEAR? (1990 ONLY)

1 = YES, BY SCHOOL POLICY
2 = YES, BY STATE OR DISTRICT POLICY
3 = NO
8 = NO RESPONSE
9 = MULTIPLE RESPONSE

Q106   322   SINCE THE BEGINNING OF THE 1984-85 SCHOOL YEAR HAS YOUR SCHOOL ESTABLISHED A POLICY OF INCREASED HOMEWORK? (1990 ONLY)

1 = YES, BY SCHOOL POLICY
2 = YES, BY STATE OR DISTRICT POLICY
3 = NO
8 = NO RESPONSE
9 = MULTIPLE RESPONSE

_Q074   323   ARE THERE MINIMUM REQUIREMENTS FOR TIME SPENT ON HOMEWORK IN YOUR SCHOOL THIS YEAR?

1 = YES
2 = NO
8 = NO RESPONSE
9 = MULTIPLE RESPONSE

Q107   324   SINCE THE BEGINNING OF THE 1984-85 SCHOOL YEAR HAS YOUR SCHOOL IMPLEMENTED TESTING FOR PROMOTION? (1990 ONLY)

1 = YES, BY SCHOOL POLICY
2 = YES, BY STATE OR DISTRICT POLICY
3 = NO
8 = NO RESPONSE
9 = MULTIPLE RESPONSE

Q108   325   SINCE THE BEGINNING OF THE 1984-85 SCHOOL YEAR HAS YOUR SCHOOL ESTABLISHED NEW, CONSISTENTLY ENFORCED CODES OF STUDENT CONDUCT? (1990 ONLY)

1 = YES, BY SCHOOL POLICY
2 = YES, BY STATE OR DISTRICT POLICY
3 = NO
8 = NO RESPONSE
9 = MULTIPLE RESPONSE

Question Name	Column Number(s)	
_Q075	326	ARE CONSISTENTLY ENFORCED SCHOOL CODES FOR STUDENT CONDUCT IN EFFECT THIS YEAR? 1 = YES 2 = NO 8 = NO RESPONSE 9 = MULTIPLE RESPONSE
Q109	327	SINCE THE BEGINNING OF THE 1984-85 SCHOOL YEAR HAS YOUR SCHOOL ESTABLISHED A STRICTER ATTENDANCE POLICY? (1990 ONLY) 1 = YES, BY SCHOOL POLICY 2 = YES, BY STATE OR DISTRICT POLICY 3 = NO 8 = NO RESPONSE 9 = MULTIPLE RESPONSE
Q110	328	SINCE THE BEGINNING OF THE 1984-85 SCHOOL YEAR HAS YOUR SCHOOL ESTABLISHED GRADE REQUIREMENTS IN ATHLETICS OR EXTRACURRICULAR ACTIVITIES? (1990 ONLY) 1 = YES, BY SCHOOL POLICY 2 = YES, BY STATE OR DISTRICT POLICY 3 = NO 8 = NO RESPONSE 9 = MULTIPLE RESPONSE
Q111	329	SINCE THE BEGINNING OF THE 1984-85 SCHOOL YEAR HAS YOUR SCHOOL IMPLEMENTED SOME TYPE OF PERFORMANCE-BASED COMPENSATION SYSTEM FOR TEACHERS SUCH AS MERIT PAY, A CAREER LADDER, OR MENTOR TEACHER PROGRAM? (1990 ONLY) 1 = YES, BY SCHOOL POLICY 2 = YES, BY STATE OR DISTRICT POLICY 3 = NO 8 = NO RESPONSE 9 = MULTIPLE RESPONSE

Question Name	Column Number(s)	
_0076	330	DOES YOUR SCHOOL HAVE SOME TYPE OF PERFORMANCE-BASED COMPENSATION SYSTEM FOR TEACHERS (E.G., CAREER LADDER, MERIT PAY) THIS YEAR? 1 = YES 2 = NO 8 = NO RESPONSE 9 = MULTIPLE RESPONSE
_0077	331	IS THERE A MENTORING PROGRAM FOR BEGINNING TEACHERS OR OTHER TEACHERS IN NEED OF ASSISTANCE IN EFFECT THIS YEAR? 1 = YES 2 = NO 8 = NO RESPONSE 9 = MULTIPLE RESPONSE
Q112	332	SINCE THE BEGINNING OF THE 1984-85 SCHOOL YEAR HAS YOUR SCHOOL INCREASED THE NUMBER OF ADVANCED COURSE OFFERINGS? (1990 ONLY) 1 = YES, BY SCHOOL POLICY 2 = YES, BY STATE OR DISTRICT POLICY 3 = NO 8 = NO RESPONSE 9 = MULTIPLE RESPONSE
Q113	333	SINCE THE BEGINNING OF THE 1984-85 SCHOOL YEAR HAS YOUR SCHOOL INCREASED GRADUATION REQUIREMENTS IN ENGLISH, MATHEMATICS, SCIENCE, SOCIAL STUDIES, COMPUTER SCIENCE, OR FOREIGN LANGUAGE? (1990 ONLY) 1 = YES, BY SCHOOL POLICY 2 = YES, BY STATE OR DISTRICT POLICY 3 = NO 8 = NO RESPONSE 9 = MULTIPLE RESPONSE
_0078	334	IS A BEFORE OR AFTER-SCHOOL INSTRUCTIONAL PROGRAM IN EFFECT THIS YEAR? 1 = YES 2 = NO 8 = NO RESPONSE 9 = MULTIPLE RESPONSE

Question Name	Column Number(s)	
_Q079	335	IS A SUMMER-SCHOOL PROGRAM IN EFFECT THIS YEAR? 1 = YES 2 = NO 8 = NO RESPONSE 9 = MULTIPLE RESPONSE
_Q080	336	IS YEAR -ROUND SCHOOL IN EFFECT THIS YEAR? 1 = YES 2 = NO 8 = NO RESPONSE 9 = MULTIPLE RESPONSE
_Q081	337	IS A BEFORE - OR AFTER-SCHOOL CHILD-CARE PROGRAM IN EFFECT THIS YEAR? 1 = YES 2 = NO 8 = NO RESPONSE 9 = MULTIPLE RESPONSE
_Q082	338	IS SITE -BASED PLANNING, MANAGEMENT, AND/OR BUDGETING IN EFFECT THIS YEAR? 1 = YES 2 = NO 8 = NO RESPONSE 9 = MULTIPLE RESPONSE
_Q083	339	IS SHARED DECISION-MAKING IN EFFECT THIS YEAR? 1 = YES 2 = NO 8 = NO RESPONSE 9 = MULTIPLE RESPONSE
_Q084	340	IS A DROPOUT PREVENTION PROGRAM IN EFFECT THIS YEAR? 1 = YES 2 = NO 8 = NO RESPONSE 9 = MULTIPLE RESPONSE

Question Name	Column Number(s)	
Q114	341	TO WHAT DEGREE IS STUDENT TARDINESS A PROBLEM IN YOUR SCHOOL? (1991 ITEM 85)

1 = SERIOUS
2 = MODERATE
3 = MINOR
4 = NOT A PROBLEM
8 = NO RESPONSE
9 = MULTIPLE RESPONSE

Q115	342	TO WHAT DEGREE IS STUDENT ABSENTEEISM A PROBLEM IN YOUR SCHOOL? (1991 ITEM 86)

1 = SERIOUS
2 = MODERATE
3 = MINOR
4 = NOT A PROBLEM
8 = NO RESPONSE
9 = MULTIPLE RESPONSE

Q116	343	TO WHAT DEGREE IS STUDENT CUTTING OF CLASSES A PROBLEM IN YOUR SCHOOL? (1991 ITEM 87)

1 = SERIOUS
2 = MODERATE
3 = MINOR
4 = NOT A PROBLEM
8 = NO RESPONSE
9 = MULTIPLE RESPONSE

Q117	344	TO WHAT DEGREE ARE PHYSICAL CONFLICTS AMONG STUDENTS A PROBLEM IN YOUR SCHOOL? (1991 ITEM 88)

1 = SERIOUS
2 = MODERATE
3 = MINOR
4 = NOT A PROBLEM
8 = NO RESPONSE
9 = MULTIPLE RESPONSE

Q118	345	TO WHAT DEGREE IS ROBBERY OR THEFT A PROBLEM IN YOUR SCHOOL? (1990 ONLY)

1 = SERIOUS
2 = MODERATE
3 = MINOR
4 = NOT A PROBLEM
8 = NO RESPONSE
9 = MULTIPLE RESPONSE

Question Name	Column Number(s)	
Q119	346	TO WHAT DEGREE IS VANDALISM OF SCHOOL PROPERTY A PROBLEM IN YOUR SCHOOL? (1990 ONLY) 1 = SERIOUS 2 = MODERATE 3 = MINOR 4 = NOT A PROBLEM 8 = NO RESPONSE 9 = MULTIPLE RESPONSE
Q120	347	TO WHAT DEGREE IS STUDENT USE OF ALCOHOL A PROBLEM IN YOUR SCHOOL? (1990 ONLY) 1 = SERIOUS 2 = MODERATE 3 = MINOR 4 = NOT A PROBLEM 8 = NO RESPONSE 9 = MULTIPLE RESPONSE
Q121	348	TO WHAT DEGREE IS STUDENT USE OF ILLICIT DRUGS A PROBLEM IN YOUR SCHOOL? (1990 ONLY) 1 = SERIOUS 2 = MODERATE 3 = MINOR 4 = NOT A PROBLEM 8 = NO RESPONSE 9 = MULTIPLE RESPONSE
Q122	349	TO WHAT DEGREE IS STUDENT POSSESSION OF WEAPONS A PROBLEM IN YOUR SCHOOL? (1990 ONLY) 1 = SERIOUS 2 = MODERATE 3 = MINOR 4 = NOT A PROBLEM 8 = NO RESPONSE 9 = MULTIPLE RESPONSE
Q123	350	TO WHAT DEGREE IS PHYSICAL ABUSE OF TEACHERS A PROBLEM IN YOUR SCHOOL? (1990 ONLY) 1 = SERIOUS 2 = MODERATE 3 = MINOR 4 = NOT A PROBLEM 8 = NO RESPONSE 9 = MULTIPLE RESPONSE

Question Name	Column Number(s)	
Q124	351	TO WHAT DEGREE IS VERBAL ABUSE OF TEACHERS A PROBLEM IN YOUR SCHOOL? (1990 ONLY) 1 = SERIOUS 2 = MODERATE 3 = MINOR 4 = NOT A PROBLEM 8 = NO RESPONSE 9 = MULTIPLE RESPONSE
_Q089	352	TO WHAT DEGREE IS STUDENT USE OF ALCOHOL OR ILLICIT DRUGS A PROBLEM IN YOUR SCHOOL? 1 = SERIOUS 2 = MODERATE 3 = MINOR 4 = NOT A PROBLEM 8 = NO RESPONSE 9 = MULTIPLE RESPONSE
_Q090	353	TO WHAT DEGREE IS TEACHER ABSENTEEISM A PROBLEM IN YOUR SCHOOL? 1 = SERIOUS 2 = MODERATE 3 = MINOR 4 = NOT A PROBLEM 8 = NO RESPONSE 9 = MULTIPLE RESPONSE
_Q091	354	TO WHAT DEGREE ARE RACIAL OR CULTURAL CONFLICTS A PROBLEM IN YOUR SCHOOL? 1 = SERIOUS 2 = MODERATE 3 = MINOR 4 = NOT A PROBLEM 8 = NO RESPONSE 9 = MULTIPLE RESPONSE
_Q092	355	TO WHAT DEGREE ARE STUDENT HEALTH PROBLEMS A PROBLEM? 1 = SERIOUS 2 = MODERATE 3 = MINOR 4 = NOT A PROBLEM 8 = NO RESPONSE 9 = MULTIPLE RESPONSE

Question Name	Column Number(s)	
Q125A	356	DID PRINCIPAL FILL OUT THIS QUESTIONNAIRE? (1991 ITEM 133 SELECTION A) 0 = NO 1 = YES 8 = NO RESPONSE
Q125B	357	DID HEADMASTER/HEADMISTRESS FILL OUT THIS QUESTIONNAIRE? (1991 ITEM 133 SELECTION B) 0 = NO 1 = YES 8 = NO RESPONSE
Q125C	358	DID VICE PRINCIPAL, ASSISTANT PRINCIPAL FILL OUT THIS QUESTIONNAIRE? (1991 ITEM 133 SELECTION D) 0 = NO 1 = YES 8 = NO RESPONSE
Q125D	359	DID COUNSELOR FILL OUT THIS QUESTIONNAIRE? (1991 ITEM 133 SELECTION E) 0 = NO 1 = YES 8 = NO RESPONSE
Q125E	360	DID CURRICICULUM COORDINATOR, DEPARTMENT HEAD FILL OUT THIS QUESTIONNAIRE? (1991 ITEM 133 SELECTION F) 0 = NO 1 = YES 8 = NO RESPONSE
_Q133C	361	DID HEAD TEACHER FILL OUT THIS QUESTIONNAIRE? 0 = NO 1 = YES 8 = NO RESPONSE

Question Name	Column Number(s)	
Q125F	362	DID TEACHER FILL OUT THIS QUESTIONNAIRE? (1991 ITEM 133 SELECTION G) 0 = NO 1 = YES 8 = NO RESPONSE
Q125G	363	DID SECRETARY FILL OUT THIS QUESTIONNAIRE? (1991 ITEM 133 SELECTION H) 0 = NO 1 = YES 8 = NO RESPONSE
Q125H	364	DID OTHER FILL OUT THIS QUESTIONNAIRE? (1991 ITEM 133 SELECTION I) 0 = NO 1 = YES 8 = NO RESPONSE
_Q1330	365-366	OTHER FILLED OUT THIS QUESTIONNAIRE - SPECIFY 01 = DIRECTOR OF STUDIES 02 = REGISTRAR 03 = DIRECTOR 04 = HEAD COUNSELOR 05 = DISTRICT GUIDANCE COUNSELOR 06 = GUIDE SUPERVISOR 07 = ELDER OF CHURCH 08 = MOCK - TRIAL TOURNAMENT TEACHER/COACH 88 = NO RESPONSE
_Q001	367	ARE STUDENTS ASSIGNED FROM PARTICULAR AREAS TO ACHIEVE A DESIRED RACIAL OR ETHNIC COMPOSITION IN THE SCHOOL? 1 = YES 2 = NO 3 = NOT APPLICABLE 8 = NO RESPONSE 9 = MULTIPLE RESPONSE

Question Name	Column Number(s)		
_Q002	368	MAY STUDENTS FROM OTHER SCHOOLS IN THIS DISTRICT OR FROM OTHER DISTRICTS CHOOSE TO ATTEND THIS SCHOOL?	1 = YES 2 = NO 3 = NOT APPLICABLE 8 = NO RESPONSE 9 = MULTIPLE RESPONSE
_Q005	369-371	APPROXIMATELY WHAT PERCENT OF YOUR 12TH GRADE STUDENTS IS IN THE GENERAL INSTRUCTIONAL PROGRAM?	000-100 = PERCENT BLANK = NO RESPONSE
_Q006	372-374	APPROXIMATELY WHAT PERCENT OF YOUR 12TH GRADE STUDENTS IS IN THE ACADEMIC OR COLLEGE PREPARATORY INSTRUCTIONAL PROGRAM?	000-100 = PERCENT BLANK = NO RESPONSE
_Q007	375-377	APPROXIMATELY WHAT PERCENT OF YOUR 12TH GRADE STUDENTS IS IN THE VOCATIONAL OR TECHNICAL INSTRUCTIONAL PROGRAM?	000-100 = PERCENT BLANK = NO RESPONSE
_Q008	378-380	APPROXIMATELY WHAT PERCENT OF YOUR 12TH GRADE STUDENTS IS IN THE OTHER INSTRUCTIONAL PROGRAM?	000-100 = PERCENT BLANK = NO RESPONSE
_Q0080	381-382	OTHER PROGRAM - SPECIFY	01 = EXCHANGE 02 = HONORS 03 = SPECIAL EDUCATION 04 = WORK 05 = BUSINESS 96 = NOT APPLICABLE 88 = NO RESPONSE

Question Name	Column Number(s)	
_Q093	383	HOW WOULD YOU CHARACTERIZE TEACHERS' RELATIONS WITH ADMINISTRATORS WITHIN YOUR SCHOOL? 1 = VERY POSITIVE 2 = SOMEWHAT POSITIVE 3 = SOMEWHAT NEGATIVE 4 = VERY NEGATIVE 8 = NO RESPONSE 9 = MULTIPLE RESPONSE
_Q094	384	HOW WOULD YOU CHARACTERIZE THE MORALE OF TEACHERS WITHIN YOUR SCHOOL? 1 = VERY POSITIVE 2 = SOMEWHAT POSITIVE 3 = SOMEWHAT NEGATIVE 4 = VERY NEGATIVE 8 = NO RESPONSE 9 = MULTIPLE RESPONSE
_Q095	385	HOW WOULD YOU CHARACTERIZE STUDENTS' ATTITUDES TOWARD ACADEMIC ACHIEVEMENT WITHIN YOUR SCHOOL? 1 = VERY POSITIVE 2 = SOMEWHAT POSITIVE 3 = SOMEWHAT NEGATIVE 4 = VERY NEGATIVE 8 = NO RESPONSE 9 = MULTIPLE RESPONSE
_Q096	386	HOW WOULD YOU CHARACTERIZE TEACHERS' ATTITUDES TOWARD ACADEMIC ACHIEVEMENT WITHIN YOUR SCHOOL? 1 = VERY POSITIVE 2 = SOMEWHAT POSITIVE 3 = SOMEWHAT NEGATIVE 4 = VERY NEGATIVE 8 = NO RESPONSE 9 = MULTIPLE RESPONSE
_Q097	387	HOW WOULD YOU CHARACTERIZE PARENTAL SUPPORT FOR STUDENT ACHIEVEMENT WITHIN YOUR SCHOOL? 1 = VERY POSITIVE 2 = SOMEWHAT POSITIVE 3 = SOMEWHAT NEGATIVE 4 = VERY NEGATIVE 8 = NO RESPONSE 9 = MULTIPLE RESPONSE

Question Name	Column Number(s)	
_Q098	388	HOW WOULD YOU CHARACTERIZE REGARD FOR SCHOOL PROPERTY WITHIN YOUR SCHOOL? 1 = VERY POSITIVE 2 = SOMEWHAT POSITIVE 3 = SOMEWHAT NEGATIVE 4 = VERY NEGATIVE 8 = NO RESPONSE 9 = MULTIPLE RESPONSE
_Q099	389	HOW WOULD YOU CHARACTERIZE RELATIONS BETWEEN STUDENTS AND TEACHERS WITHIN YOUR SCHOOL? 1 = VERY POSITIVE 2 = SOMEWHAT POSITIVE 3 = SOMEWHAT NEGATIVE 4 = VERY NEGATIVE 8 = NO RESPONSE 9 = MULTIPLE RESPONSE
_Q100	390	TO WHAT EXTENT HAS THE ADOPTION OF NEW TEXTBOOKS SERVED AS AN IMPETUS TO CHANGE THE CURRICULUM OR INSTRUCTIONAL PRACTICES WITHIN YOUR SCHOOL DURING THE PAST 5 YEARS? 1 = TO A GREAT EXTENT 2 = TO SOME EXTENT 3 = NOT AT ALL 8 = NO RESPONSE 9 = MULTIPLE RESPONSE
_Q101	391	TO WHAT EXTENT HAVE DISTRICT OR SCHOOL TESTING PROGRAMS SERVED AS AN IMPETUS TO CHANGE THE CURRICULUM OR INSTRUCTIONAL PRACTICES WITHIN YOUR SCHOOL DURING THE PAST 5 YEARS? 1 = TO A GREAT EXTENT 2 = TO SOME EXTENT 3 = NOT AT ALL 8 = NO RESPONSE 9 = MULTIPLE RESPONSE
_Q102	392	TO WHAT EXTENT HAVE STATE CURRICULUM MANDATES SERVED AS AN IMPETUS TO CHANGE THE CURRICULUM OR INSTRUCTIONAL PRACTICES WITHIN YOUR SCHOOL DURING THE PAST 5 YEARS? 1 = TO A GREAT EXTENT 2 = TO SOME EXTENT 3 = NOT AT ALL 8 = NO RESPONSE 9 = MULTIPLE RESPONSE

Question Name	Column Number(s)	
_Q103	393	TO WHAT EXTENT HAVE STATE TESTING MANDATES SERVED AS AN IMPETUS TO CHANGE THE CURRICULUM OR INSTRUCTIONAL PRACTICES WITHIN YOUR SCHOOL DURING THE PAST 5 YEARS? 1 = TO A GREAT EXTENT 2 = TO SOME EXTENT 3 = NOT AT ALL 8 = NO RESPONSE 9 = MULTIPLE RESPONSE
_Q104	394	TO WHAT EXTENT HAVE DISTRICT AND/OR STATE ACCOUNTABILITY POLICIES SERVED AS AN IMPETUS TO CHANGE THE CURRICULUM OR INSTRUCTIONAL PRACTICES WITHIN YOUR SCHOOL DURING THE PAST 5 YEARS? 1 = TO A GREAT EXTENT 2 = TO SOME EXTENT 3 = NOT AT ALL 8 = NO RESPONSE 9 = MULTIPLE RESPONSE
_Q105	395	TO WHAT EXTENT HAS THE PUBLIC REPORTING OF SCHOOL OR DISTRICT PERFORMANCE SERVED AS AN IMPETUS TO CHANGE THE CURRICULUM OR INSTRUCTIONAL PRACTICES WITHIN YOUR SCHOOL DURING THE PAST 5 YEARS? 1 = TO A GREAT EXTENT 2 = TO SOME EXTENT 3 = NOT AT ALL 8 = NO RESPONSE 9 = MULTIPLE RESPONSE
_Q106	396	TO WHAT EXTENT HAVE NATIONAL REPORTS OR INTIATIVES OF PROFESSIONAL ORGANIZATIONS SERVED AS AN IMPETUS TO CHANGE THE CURRICULUM OR INSTRUCTIONAL PRACTICES WITHIN YOUR SCHOOL DURING THE PAST 5 YEARS? 1 = TO A GREAT EXTENT 2 = TO SOME EXTENT 3 = NOT AT ALL 8 = NO RESPONSE 9 = MULTIPLE RESPONSE

Question Name	Column Number(s)	
_Q107	397	TO WHAT EXTENT HAVE STAFF CHANGES SERVED AS AN IMPETUS TO CHANGE THE CURRICULUM OR INSTRUCTIONAL PRACTICES WITHIN YOUR SCHOOL DURING THE PAST 5 YEARS? 1 = TO A GREAT EXTENT 2 = TO SOME EXTENT 3 = NOT AT ALL 8 = NO RESPONSE 9 = MULTIPLE RESPONSE
_Q108	398	TO WHAT EXTENT HAVE BUDGET CHANGES SERVED AS AN IMPETUS TO CHANGE THE CURRICULUM OR INSTRUCTIONAL PRACTICES WITHIN YOUR SCHOOL DURING THE PAST 5 YEARS? 1 = TO A GREAT EXTENT 2 = TO SOME EXTENT 3 = NOT AT ALL 8 = NO RESPONSE 9 = MULTIPLE RESPONSE
_Q109	399	TO WHAT EXTENT HAVE CHANGES IN STUDENT BODY OR STUDENT ASSIGNMENT POLICIES CHANGES SERVED AS AN IMPETUS TO CHANGE THE CURRICULUM OR INSTRUCTIONAL PRACTICES WITHIN YOUR SCHOOL DURING THE PAST 5 YEARS? 1 = TO A GREAT EXTENT 2 = TO SOME EXTENT 3 = NOT AT ALL 8 = NO RESPONSE 9 = MULTIPLE RESPONSE

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_Q0490	224-225	Record 01	030
_Q050	229	Record 01	030
_Q051	230	Record 01	031
_Q052	231	Record 01	031
_Q053	243-245	Record 01	033
_Q054	236	Record 01	032
_Q065	307	Record 01	038
_Q066	312	Record 01	039
_Q067	313	Record 01	039
_Q068	314	Record 01	039
_Q069	315	Record 01	039
_Q070	316	Record 01	040
_Q071	317	Record 01	040
_Q072	318	Record 01	040
_Q073	319	Record 01	040
_Q074	323	Record 01	041
_Q075	326	Record 01	042
_Q076	330	Record 01	043
_Q077	331	Record 01	043
_Q078	334	Record 01	043
_Q079	335	Record 01	044
_Q080	336	Record 01	044
_Q081	337	Record 01	044
_Q082	338	Record 01	044
_Q083	339	Record 01	044
_Q084	340	Record 01	044
_Q089	352	Record 01	047
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_Q095	385	Record 01	051

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_Q097	387	Record 01	051
_Q098	388	Record 01	052
_Q099	389	Record 01	052
_Q100	390	Record 01	052
_Q101	391	Record 01	052
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_Q108	398	Record 01	054
_Q109	399	Record 01	054
_Q112	038	Record 01	005
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_Q121	068-070	Record 01	007
_Q122	091-093	Record 01	009
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_Q133C	361	Record 01	048
_Q1330	365-366	Record 01	049

APPENDIX E
1990 HIGH SCHOOL TRANSCRIPT STUDY
STUDENT FILE

HIGH SCHOOL TRANSCRIPT STUDY
CODEBOOK FOR STUDENT FILE
JANUARY 19, 1993

Question Name	Column Number(s)	
PSU	001-003	PRIMARY SAMPLING UNIT 011-552 = PSU
SCHOOL	004-006	SCHOOL ID (WITHIN PSU) 301-351 = SCHOOL (WITHIN PSU) NOTE : BOTH PSU AND SCHOOL ID MUST BE COMBINED TO UNIQUELY IDENTIFY A SCHOOL WITHIN THE DATA FILE.
STUDENT	007-014	STUDENT ID (WITHIN SCHOOL) 01700251-72387874 = STUDENT ID (NAEP BOOKLET NUMBER) 99000101-99037545 = STUDENT ID (STUDENT NOT LINKED TO NAEP) NOTE : PSU, SCHOOL ID, AND STUDENT ID MUST BE COMBINED TO UNIQUELY IDENTIFY A STUDENT WITHIN THE DATA FILE. ID'S BEGINNING WITH NUMBERS LESS THAN 9, REPRESENT THE NAEP BOOKLET NUMBERS USED BY THESE STUDENTS. ID'S BEGINNING WITH 990 ARE STUDENTS FOR WHOM NO NAEP BOOKLET NUMBER IS AVAILABLE. MOST OF THESE STUDENTS COME FROM SCHOOLS WHICH DID NOT PARTICIPATE IN NAEP. THE REMAINDER ARE FOR STUDENTS AT NAEP SCHOOLS FOR WHICH A NEW SAMPLE WAS DRAWN FOR THE TRANSCRIPT STUDY.
FIL1	015	FILLER ALWAYS BLANK
REC1	016	RECORD NUMBER 1 = RECORD 1
EXSTAT	017	STUDENT EXIT STATUS 1 = STANDARD DIPLOMA 2 = HONORS DIPLOMA 3 = DIPLOMA WITH SPECIAL EDUCATION ADJUSTMENTS 4 = CERTIFICATE OF ATTENDANCE BLANK = MISSING

Question Name | Column Number(s)

DRVDRACE 018 STUDENT RACE/ETHNICITY

1 = WHITE (NOT HISPANIC)
2 = BLACK (NOT HISPANIC)
3 = HISPANIC (MEXICAN,MEXICAN-AMERICAN,CHICANO,PUERTO RICAN,CUBAN,OTHER SPANISH OR HISPANIC DESCENT)
4 = ASIAN OR PACIFIC ISLANDER
5 = AMERICAN INDIAN OR ALASKAN NATIVE
6 = OTHER
BLANK = MISSING

GRADE 019-020 STUDENT GRADE LEVEL IN 1989-90

12 = TWELFTH GRADE
BLANK = MISSING

NOTE : GRADE THE STUDENT WAS IN DURING THE 1989-90 SCHOOL YEAR.

SEX 021 STUDENT GENDER

1 = MALE
2 = FEMALE
BLANK = MISSING

BIRTHMO 022-023 STUDENT MONTH BORN

01-12 = MONTH BORN
BLANK = MISSING

BIRTHYR 024-025 STUDENT YEAR BORN

15-88 = YEAR BORN
BLANK = MISSING

Question Name   Column Number(s)

HCFLAG   026   STUDENT HANDICAPPED STATUS

1 = NOT HANDICAPPED
2 = HANDICAPPED

NOTE : HCFLAG IS BASED ON A DETERMINATION OF WHETHER THE STUDENT IS HANDICAPPED AND IN A SPECIAL EDUCATION PROGRAM, USING THE BEST INFORMATION AVAILABLE.

HCTYPE   027-028   HANDICAPPING CONDITION

01 = MULTIHANDICAPPED
02 = MENTALLY RETARDED
03 = HARD OF HEARING
04 = DEAF
05 = SPEECH - IMPAIRED
06 = VISUALLY HANDICAPPED/BLIND
07 = DEAF/BLIND
08 = EMOTIONALLY DISTURBED
09 = ORTHOPEDICALLY IMPAIRED
10 = LEARNING DISABLED
11 = OTHER
99 = MISSING
BLANK = NO IEP/LEP QUESTIONNAIRE

NOTE : THIS VARIABLE WAS OBTAINED THROUGH THE SPECIAL EDUCATION STUDENT QUESTIONNAIRE, COMPLETED BY SCHOOL PERSONNEL.

FILL1   029   FILLER ONE

PSU_WGT   030-041   PSU WEIGHT

000000000000-
999999999999 = WEIGHT

NOTE : IMPLIED DECIMAL POINT BETWEEN POSITIONS 6 AND 7.

Question Name	Column Number(s)	
SCHWGTTR	042-053	SCHOOL WEIGHT, CONDITIONAL ON PSU 000000000000- 999999999999 = WEIGHT NOTE : IMPLIED DECIMAL POINT BETWEEN POSITIONS 6 AND 7.
SCHNRADJ	054-065	SCHOOL NONRESPONSE ADJUSTMENT FACTOR 000000000000- 999999999999 = WEIGHT NOTE : IMPLIED DECIMAL POINT BETWEEN POSITIONS 6 AND 7.
WTHNWT	066-077	STUDENT WEIGHT, CONDITIONAL ON SCHOOL 000000000000- 999999999999 = WEIGHT NOTE : IMPLIED DECIMAL POINT BETWEEN POSITIONS 6 AND 7.
PFSO	078-089	POSTSTRATIFICATION ADJUSTMENT FACTOR 000000000000- 999999999999 = WEIGHT NOTE : IMPLIED DECIMAL POINT BETWEEN POSITIONS 6 AND 7.
STUNRADJ	090-101	STUDENT NONRESPONSE ADJUSTMENT FACTOR 000000000000- 999999999999 = WEIGHT NOTE : IMPLIED DECIMAL POINT BETWEEN POSITIONS 6 AND 7.

Question Name	Column Number(s)	
FINSTUWT	102-113	FINAL USABLE -TRANSCRIPT STUDENT WEIGHT 000000000000- 999999999999 = WEIGHT NOTE : IMPLIED DECIMAL POINT BETWEEN POSITIONS 6 AND 7.
REPWT1	114-125	JACKKNIFE REPLICATE WEIGHT1 000000000000- 999999999999 = WEIGHT NOTE : IMPLIED DECIMAL POINT BETWEEN POSITIONS 6 AND 7.
REPWT2	126-137	JACKKNIFE REPLICATE WEIGHT2 000000000000- 999999999999 = WEIGHT NOTE : IMPLIED DECIMAL POINT BETWEEN POSITIONS 6 AND 7.
REPWT3	138-149	JACKKNIFE REPLICATE WEIGHT3 000000000000- 999999999999 = WEIGHT NOTE : IMPLIED DECIMAL POINT BETWEEN POSITIONS 6 AND 7.
REPWT4	150-161	JACKKNIFE REPLICATE WEIGHT4 000000000000- 999999999999 = WEIGHT NOTE : IMPLIED DECIMAL POINT BETWEEN POSITIONS 6 AND 7.

Question Name	Column Number(s)	
REPWT5	162-173	JACKKNIFE REPLICATE WEIGHT5 000000000000- 999999999999 = WEIGHT NOTE : IMPLIED DECIMAL POINT BETWEEN POSITIONS 6 AND 7.
REPWT6	174-185	JACKKNIFE REPLICATE WEIGHT6 000000000000- 999999999999 = WEIGHT NOTE : IMPLIED DECIMAL POINT BETWEEN POSITIONS 6 AND 7.
REPWT7	186-197	JACKKNIFE REPLICATE WEIGHT7 000000000000- 999999999999 = WEIGHT NOTE : IMPLIED DECIMAL POINT BETWEEN POSITIONS 6 AND 7.
REPWT8	198-209	JACKKNIFE REPLICATE WEIGHT8 000000000000- 999999999999 = WEIGHT NOTE : IMPLIED DECIMAL POINT BETWEEN POSITIONS 6 AND 7.
REPWT9	210-221	JACKKNIFE REPLICATE WEIGHT9 000000000000- 999999999999 = WEIGHT NOTE : IMPLIED DECIMAL POINT BETWEEN POSITIONS 6 AND 7.

Question Name	Column Number(s)	
REPWT10	222-233	JACKKNIFE REPLICATE WEIGHT10 000000000000- 999999999999 = WEIGHT NOTE : IMPLIED DECIMAL POINT BETWEEN POSITIONS 6 AND 7.
REPWT11	234-245	JACKKNIFE REPLICATE WEIGHT11 000000000000- 999999999999 = WEIGHT NOTE : IMPLIED DECIMAL POINT BETWEEN POSITIONS 6 AND 7.
REPWT12	246-257	JACKKNIFE REPLICATE WEIGHT 12 000000000000- 999999999999 = WEIGHT NOTE : IMPLIED DECIMAL POINT BETWEEN POSITIONS 6 AND 7.
REPWT13	258-269	JACKKNIFE REPLICATE WEIGHT13 000000000000- 999999999999 = WEIGHT NOTE : IMPLIED DECIMAL POINT BETWEEN POSITIONS 6 AND 7.
REPWT14	270-281	JACKKNIFE REPLICATE WEIGHT14 000000000000- 999999999999 = WEIGHT NOTE : IMPLIED DECIMAL POINT BETWEEN POSITIONS 6 AND 7.

Question Name	Column Number(s)	
REPWT15	282-293	JACKKNIFE REPLICATE WEIGHT15 000000000000- 999999999999 = WEIGHT NOTE : IMPLIED DECIMAL POINT BETWEEN POSITIONS 6 AND 7.
REPWT16	294-305	JACKKNIFE REPLICATE WEIGHT16 000000000000- 999999999999 = WEIGHT NOTE : IMPLIED DECIMAL POINT BETWEEN POSITIONS 6 AND 7.
REPWT17	306-317	JACKKNIFE REPLICATE WEIGHT17 000000000000- 999999999999 = WEIGHT NOTE : IMPLIED DECIMAL POINT BETWEEN POSITIONS 6 AND 7.
REPWT18	318-329	JACKKNIFE REPLICATE WEIGHT18 000000000000- 999999999999 = WEIGHT NOTE : IMPLIED DECIMAL POINT BETWEEN POSITIONS 6 AND 7.
REPWT19	330-341	JACKKNIFE REPLICATE WEIGHT19 000000000000- 999999999999 = WEIGHT NOTE : IMPLIED DECIMAL POINT BETWEEN POSITIONS 6 AND 7.

Question Name	Column Number(s)	
REPWT20	342-353	JACKKNIFE REPLICATE WEIGHT20 000000000000- 999999999999 = WEIGHT NOTE : IMPLIED DECIMAL POINT BETWEEN POSITIONS 6 AND 7.
REPWT21	354-365	JACKKNIFE REPLICATE WEIGHT21 000000000000- 999999999999 = WEIGHT NOTE : IMPLIED DECIMAL POINT BETWEEN POSITIONS 6 AND 7.
REPWT22	366-377	JACKKNIFE REPLICATE WEIGHT22 000000000000- 999999999999 = WEIGHT NOTE : IMPLIED DECIMAL POINT BETWEEN POSITIONS 6 AND 7.
REPWT23	378-389	JACKKNIFE REPLICATE WEIGHT23 000000000000- 999999999999 = WEIGHT NOTE : IMPLIED DECIMAL POINT BETWEEN POSITIONS 6 AND 7.
REPWT24	390-401	JACKKNIFE REPLICATE WEIGHT24 000000000000- 999999999999 = WEIGHT NOTE : IMPLIED DECIMAL POINT BETWEEN POSITIONS 6 AND 7.

Question Name	Column Number(s)	
REPWT25	402-413	JACKKNIFE REPLICATE WEIGHT25 000000000000- 999999999999 = WEIGHT NOTE : IMPLIED DECIMAL POINT BETWEEN POSITIONS 6 AND 7.
REPWT26	414-425	JACKKNIFE REPLICATE WEIGHT26 000000000000- 999999999999 = WEIGHT NOTE : IMPLIED DECIMAL POINT BETWEEN POSITIONS 6 AND 7.
REPWT27	426-437	JACKKNIFE REPLICATE WEIGHT27 000000000000- 999999999999 = WEIGHT NOTE : IMPLIED DECIMAL POINT BETWEEN POSITIONS 6 AND 7.
REPWT28	438-449	JACKKNIFE REPLICATE WEIGHT28 000000000000- 999999999999 = WEIGHT NOTE : IMPLIED DECIMAL POINT BETWEEN POSITIONS 6 AND 7.
REPWT29	450-461	JACKKNIFE REPLICATE WEIGHT29 000000000000- 999999999999 = WEIGHT NOTE : IMPLIED DECIMAL POINT BETWEEN POSITIONS 6 AND 7.

Question Name	Column Number(s)	
REPWT30	462-473	JACKKNIFE REPLICATE WEIGHT30 000000000000- 999999999999 = WEIGHT NOTE : IMPLIED DECIMAL POINT BETWEEN POSITIONS 6 AND 7.
REPWT31	474-485	JACKKNIFE REPLICATE WEIGHT31 000000000000- 999999999999 = WEIGHT NOTE : IMPLIED DECIMAL POINT BETWEEN POSITIONS 6 AND 7.
REPWT32	486-497	JACKKNIFE REPLICATE WEIGHT32 000000000000- 999999999999 = WEIGHT NOTE : IMPLIED DECIMAL POINT BETWEEN POSITIONS 6 AND 7.
REPWT33	498-509	JACKKNIFE REPLICATE WEIGHT33 000000000000- 999999999999 = WEIGHT NOTE : IMPLIED DECIMAL POINT BETWEEN POSITIONS 6 AND 7.
REPWT34	510-521	JACKKNIFE REPLICATE WEIGHT34 000000000000- 999999999999 = WEIGHT NOTE : IMPLIED DECIMAL POINT BETWEEN POSITIONS 6 AND 7.

HIGH SCHOOL TRANSCRIPT STUDY
CODEBOOK FOR STUDENT FILE
JANUARY 19, 1993

Question Name	Column Number(s)	
PSU	001-003	PRIMARY SAMPLING UNIT 011-552 = PSU
SCHOOL	004-006	SCHOOL ID (WITHIN PSU) 301-351 = SCHOOL (WITHIN PSU) NOTE : SEE NOTE ON RECORD ONE
STUDENT	007-014	STUDENT ID (WITHIN SCHOOL) 01000000-72387874 = STUDENT ID (NAEP BOOKLET NUMBER) 99000301-99037548 = STUDENT ID (STUDENT NOT LINKED TO NAEP) NOTE : SEE NOTE ON RECORD ONE.
FIL2	015	FILLER ALWAYS BLANK
REC2	016	RECORD NUMBER 2 = RECORD 2
REPWT35	017-028	JACKKNIFE REPLICATE WEIGHT35 000000000000-999999999999 = WEIGHT NOTE : IMPLIED DECIMAL POINT BETWEEN POSITIONS 6 AND 7.

Question Name	Column Number(s)	
REPWT36	029-040	JACKKNIFE REPLICATE WEIGHT36 000000000000- 999999999999 = WEIGHT NOTE : IMPLIED DECIMAL POINT BETWEEN POSITIONS 6 AND 7.
REPWT37	041-052	JACKKNIFE REPLICATE WEIGHT37 000000000000- 999999999999 = WEIGHT NOTE : IMPLIED DECIMAL POINT BETWEEN POSITIONS 6 AND 7.
REPWT38	053-064	JACKKNIFE REPLICATE WEIGHT38 000000000000- 999999999999 = WEIGHT NOTE : IMPLIED DECIMAL POINT BETWEEN POSITIONS 6 AND 7.
REPWT39	065-076	JACKKNIFE REPLICATE WEIGHT39 000000000000- 999999999999 = WEIGHT NOTE : IMPLIED DECIMAL POINT BETWEEN POSITIONS 6 AND 7.
REPWT40	077-088	JACKKNIFE REPLICATE WEIGHT40 000000000000- 999999999999 = WEIGHT NOTE : IMPLIED DECIMAL POINT BETWEEN POSITIONS 6 AND 7.

Question Name	Column Number(s)	
REPWT41	089-100	JACKKNIFE REPLICATE WEIGHT41 000000000000- 999999999999 = WEIGHT NOTE : IMPLIED DECIMAL POINT BETWEEN POSITIONS 6 AND 7.
REPWT42	101-112	JACKKNIFE REPLICATE WEIGHT42 000000000000- 999999999999 = WEIGHT NOTE : IMPLIED DECIMAL POINT BETWEEN POSITIONS 6 AND 7.
REPWT43	113-124	JACKKNIFE REPLICATE WEIGHT43 000000000000- 999999999999 = WEIGHT NOTE : IMPLIED DECIMAL POINT BETWEEN POSITIONS 6 AND 7.
REPWT44	125-136	JACKKNIFE REPLICATE WEIGHT44 000000000000- 999999999999 = WEIGHT NOTE : IMPLIED DECIMAL POINT BETWEEN POSITIONS 6 AND 7.
REPWT45	137-148	JACKKNIFE REPLICATE WEIGHT45 000000000000- 999999999999 = WEIGHT NOTE : IMPLIED DECIMAL POINT BETWEEN POSITIONS 6 AND 7.

Question Name	Column Number(s)	
REPWT46	149-160	JACKKNIFE REPLICATE WEIGHT46 000000000000- 999999999999 = WEIGHT NOTE : IMPLIED DECIMAL POINT BETWEEN POSITIONS 6 AND 7.
REPWT47	161-172	JACKKNIFE REPLICATE WEIGHT47 000000000000- 999999999999 = WEIGHT NOTE : IMPLIED DECIMAL POINT BETWEEN POSITIONS 6 AND 7.
REPWT48	173-184	JACKKNIFE REPLICATE WEIGHT48 000000000000- 999999999999 = WEIGHT NOTE : IMPLIED DECIMAL POINT BETWEEN POSITIONS 6 AND 7.
REPWT49	185-196	JACKKNIFE REPLICATE WEIGHT49 000000000000- 999999999999 = WEIGHT NOTE : IMPLIED DECIMAL POINT BETWEEN POSITIONS 6 AND 7.
REPWT50	197-208	JACKKNIFE REPLICATE WEIGHT50 000000000000- 999999999999 = WEIGHT NOTE : IMPLIED DECIMAL POINT BETWEEN POSITIONS 6 AND 7.

Question Name	Column Number(s)	
REPWT51	209-220	JACKKNIFE REPLICATE WEIGHT51 000000000000- 999999999999 = WEIGHT NOTE : IMPLIED DECIMAL POINT BETWEEN POSITIONS 6 AND 7.
REPWT52	221-232	JACKKNIFE REPLICATE WEIGHT52 000000000000- 999999999999 = WEIGHT NOTE : IMPLIED DECIMAL POINT BETWEEN POSITIONS 6 AND 7.
REPWT53	233-244	JACKKNIFE REPLICATE WEIGHT53 000000000000- 999999999999 = WEIGHT NOTE : IMPLIED DECIMAL POINT BETWEEN POSITIONS 6 AND 7.
REPWT54	245-256	JACKKNIFE REPLICATE WEIGHT54 000000000000- 999999999999 = WEIGHT NOTE : IMPLIED DECIMAL POINT BETWEEN POSITIONS 6 AND 7.
REPWT55	257-268	JACKKNIFE REPLICATE WEIGHT55 000000000000- 999999999999 = WEIGHT NOTE : IMPLIED DECIMAL POINT BETWEEN POSITIONS 6 AND 7.

Question Name   Column Number(s)

REPWT56   269-280   JACKKNIFE REPLICATE WEIGHT56

000000000000-
999999999999 = WEIGHT

NOTE : IMPLIED DECIMAL POINT BETWEEN POSITIONS 6 AND 7.

REPGRP1   281-282   JACKKNIFE REPLICATE GROUP NUMBER 1

01-56 = JACKKNIFE REPLICATE GROUP NUMBER 1

REPGRP2   283-284   JACKKNIFE REPLICATE GROUP NUMBER 2

00-26 = JACKKNIFE REPLICATE GROUP NUMBER 2

DROPGRP   285   JACKKNIFE DROPOUT GROUP NUMBER 1

1-3 = JACKKNIFE DROPOUT GROUP NUMBER

JCKFAC   286-297   JACKKNIFE REPLICATE FACTOR

000000000000-
999999999999 = WEIGHT

NOTE : IMPLIED DECIMAL POINT BETWEEN POSITIONS 6 AND 7.

TYPEPGM   298   TYPE OF HIGH-SCHOOL PROGRAM

1 = STANDARD
2 = VOCATIONAL EDUCATION
3 = OTHER

ENTRDY   299-300   DATE ENTERED THE SCHOOL - DAY

01-31 = DAY
99 = MISSING

ENTRMO   301-302   DATE ENTERED THE SCHOOL - MONTH

01-12 = MONTH
99 = MISSING

Question Name	Column Number(s)	
ENTRYR	303-304	DATE ENTERED THE SCHOOL - YEAR 85-90 = YEAR 99 = MISSING
GRADDY	305-306	GRADUATION DATE - DAY 01-31 = DAY 99 = MISSING
GRADMO	307-308	GRADUATION DATE - MONTH 01-12 = MONTH 99 = MISSING
GRADYR	309-310	GRADUATION DATE - YEAR 90 = YEAR 99 = MISSING
ABS09	311-313	NUMBER OF DAYS ABSENT IN GRADE 9 001-060 = DAYS ABSENT
ABS10	314-316	NUMBER OF DAYS ABSENT IN GRADE 10 000-060 = DAYS ABSENT 999 = MISSING
ABS11	317-319	NUMBER OF DAYS ABSENT IN GRADE 11 000-060 = DAYS ABSENT 999 = MISSING
ABS12	320-322	NUMBER OF DAYS ABSENT IN GRADE 12 000-060 = DAYS ABSENT 999 = MISSING

Question Name	Column Number(s)	
GPA	323-327	GRADE POINT AVERAGE 00001-15000 = GRADE POINT AVERAGE 99999 = MISSING NOTE : IMPLIED DECIMAL POINT BETWEEN POSITIONS 3 AND 4. NOTE : THE GRADE POINT AVERAGE REPRESENTED BY THE GPA VARIABLE IS THE LAST GPA VALUE REPORTED ON THE STUDENT'S TRANSCRIPT. IT IS REPORTED EXACTLY AS IT APPEARS ON THE TRANSCRIPT WITHOUT CONVERSION TO A COMMON SCALE.
CLRANK	328-331	CLASS RANK 0001-9997 = CLASS RANK 9998 = GREATER THAN 9997 9999 = MISSING
CLSIZE	332-335	CLASS SIZE 0001-9997 = CLASS SIZE 9998 = MORE THAN 9997 STUDENTS 9999 = MISSING
ACAD_TRK	336	STUDENT PROGRAM 1 = ACADEMIC 2 = VOCATIONAL 3 = BOTH 4 = NEITHER
URBAN	337	COMMUNITY TYPE 1 = BIG CITY 2 = URBAN FRINGE 3 = MEDIUM FRINGE 4 = SMALL PLACE
REGION	338	REGION 1 = NORTHEAST 2 = SOUTH CENTRAL 3 = NORTH CENTRAL 4 = WEST
PUBPRIV	339	PUBLIC/NONPUBLIC SCHOOL 1 = PUBLIC 2 = NONPUBLIC

Question Name	Column Number(s)	
STUB0100	340-344	ENGLISH 00000-99999 = CARNEGIE UNITS NOTE : IMPLIED DECIMAL POINT BETWEEN POSITION 4 AND 5.
STUB0101	345	ENGLISH 9 (1.00 CARNEGIE UNITS) 0 = DID NOT REACH THRESHOLD 1 = REACHED THRESHOLD NOTE : IN THIS AND OTHER STUBS INDICATING THRESHOLD VALUES, THE NUMBER IN PARENTHESIS IS THE MINIMUM NUMBER OF CARNEGIE UNITS REQUIRED FOR A STUDENT TO HAVE THE VALUE "1".
STUB0102	346	ENGLISH 10 (1.00 CARNEGIE UNITS) 0 = DID NOT REACH THRESHOLD 1 = REACHED THRESHOLD
STUB0103	347	ENGLISH 11 (1.00 CARNEGIE UNITS) 0 = DID NOT REACH THRESHOLD 1 = REACHED THRESHOLD
STUB0104	348	ENGLISH 12 (1.00 CARNEGIE UNITS) 0 = DID NOT REACH THRESHOLD 1 = REACHED THRESHOLD
STUB0105	349	AP/HONORS ENGLISH 12 (1.00 CARNEGIE UNITS) 0 = DID NOT REACH THRESHOLD 1 = REACHED THRESHOLD
STUB0106	350	ANY REMEDIAL/BELOW GRADE ENGLISH (1.00 CARNEGIE UNITS) 0 = DID NOT REACH THRESHOLD 1 = REACHED THRESHOLD
STUB0107	351	ENGLISH AS A SECOND LANGUAGE (1.00 CARNEGIE UNITS) 0 = DID NOT REACH THRESHOLD 1 = REACHED THRESHOLD

Question Name	Column Number(s)	
STUB0200	352	ANY SOCIAL STUDIES 0 = DID NOT REACH THRESHOLD 1 = REACHED THRESHOLD
FILL2	353-355	FILLER TWO
STUB0210	356-360	HISTORY/AREA STUDIES 00000-99999 = CARNEGIE UNITS NOTE : IMPLIED DECIMAL POINT BETWEEN POSITION 4 AND 5.
STUB0211	361	U.S. HISTORY (1.00 CARNEGIE UNITS) 0 = DID NOT REACH THRESHOLD 1 = REACHED THRESHOLD
STUB0212	362	AP/HONORS U.S. HISTORY (1.00 CARNEGIE UNITS) 0 = DID NOT REACH THRESHOLD 1 = REACHED THRESHOLD
STUB0213	363	WORLD HISTORY (1.00 CARNEGIE UNITS) 0 = DID NOT REACH THRESHOLD 1 = REACHED THRESHOLD
STUB0214	364	AP/HONORS WORLD HISTORY (1.00 CARNEGIE UNITS) 0 = DID NOT REACH THRESHOLD 1 = REACHED THRESHOLD
STUB0215	365	NON - WESTERN HISTORY (0.50 CARNEGIE UNITS) 0 = DID NOT REACH THRESHOLD 1 = REACHED THRESHOLD
STUB0216	366	WESTERN HISTORY/CIVILIZATION (0.50 CARNEGIE UNITS) 0 = DID NOT REACH THRESHOLD 1 = REACHED THRESHOLD

Question Name	Column Number(s)	
STUB0217	367	REMEDIAL/BELOW GRADE HISTORY (1.00 CARNEGIE UNITS) 0 = DID NOT REACH THRESHOLD 1 = REACHED THRESHOLD
STUB0220	368-372	SOCIAL STUDIES OTHER THAN HISTORY 00000-99999 = CARNEGIE UNITS NOTE : IMPLIED DECIMAL POINT BETWEEN POSITION 4 AND 5.
STUB0221	373	CIVICS/AMERICAN POLITICS (0.50 CARNEGIE UNITS) 0 = DID NOT REACH THRESHOLD 1 = REACHED THRESHOLD
STUB0222	374	INTERNATIONAL POLITICS (0.50 CARNEGIE UNITS) 0 = DID NOT REACH THRESHOLD 1 = REACHED THRESHOLD
STUB0223	375	ECONOMICS (0.50 CARNEGIE UNITS) 0 = DID NOT REACH THRESHOLD 1 = REACHED THRESHOLD
STUB0224	376	GEOGRAPHY (0.50 CARNEGIE UNITS) 0 = DID NOT REACH THRESHOLD 1 = REACHED THRESHOLD
STUB0225	377	SOCIOLOGY/PSYCHOLOGY (0.50 CARNEGIE UNITS) 0 = DID NOT REACH THRESHOLD 1 = REACHED THRESHOLD
STUB0300	378-382	MATHEMATICS 00000-99999 = CARNEGIE UNITS NOTE : IMPLIED DECIMAL POINT BETWEEN POSITION 4 AND 5.

Question Name	Column Number(s)	
STUB0301	383	ALGEBRA I (1.00 CARNEGIE UNITS)
STUB0302	384	ALGEBRA II (0.50 CARNEGIE UNITS)
STUB0303	385	GEOMETRY (1.00 CARNEGIE UNITS)
STUB0304	386	TRIGONOMETRY (0.50 CARNEGIE UNITS)
STUB0305	387	ANALYSIS/PRECALCULUS (0.50 CARNEGIE UNITS)
STUB0306	388	CALCULUS (1.00 CARNEGIE UNITS)
STUB0307	389	AP/HONORS CALCULUS (1.00 CARNEGIE UNITS)
STUB0308	390	STATISTICS/PROBABILITY (0.50 CARNEGIE UNITS)
STUB0309	391	REMEDIAL/BELOW GRADE MATH (1.00 CARNEGIE UNITS)

For each of STUB0301 through STUB0309:

0 = DID NOT REACH THRESHOLD
1 = REACHED THRESHOLD

Question Name	Column Number(s)	
STUB0400	392-396	COMPUTER SCIENCE/PROGRAMMING/DATA PROCESSING 00000-99999 = CARNEGIE UNITS NOTE : IMPLIED DECIMAL POINT BETWEEN POSITION 4 AND 5.
STUB0500	397-401	SCIENCE 00000-99999 = CARNEGIE UNITS NOTE : IMPLIED DECIMAL POINT BETWEEN POSITION 4 AND 5.
STUB0501	402	BIOLOGY (1.00 CARNEGIE UNITS) 0 = DID NOT REACH THRESHOLD 1 = REACHED THRESHOLD
STUB0502	403	AP/HONORS BIOLOGY (1.00 CARNEGIE UNITS) 0 = DID NOT REACH THRESHOLD 1 = REACHED THRESHOLD
STUB0503	404	CHEMISTRY (1.00 CARNEGIE UNITS) 0 = DID NOT REACH THRESHOLD 1 = REACHED THRESHOLD
STUB0504	405	AP/HONORS CHEMISTRY (1.00 CARNEGIE UNITS) 0 = DID NOT REACH THRESHOLD 1 = REACHED THRESHOLD
STUB0505	406	PHYSICS (1.00 CARNEGIE UNITS) 0 = DID NOT REACH THRESHOLD 1 = REACHED THRESHOLD
STUB0506	407	AP/HONORS PHYSICS (1.00 CARNEGIE UNITS) 0 = DID NOT REACH THRESHOLD 1 = REACHED THRESHOLD

Question Name	Column Number(s)	
STUB0507	408	ENGINEERING (1.00 CARNEGIE UNITS) 0 = DID NOT REACH THRESHOLD 1 = REACHED THRESHOLD
STUB0508	409	ASTRONOMY (0.50 CARNEGIE UNITS) 0 = DID NOT REACH THRESHOLD 1 = REACHED THRESHOLD
STUB0509	410	GEOLOGY (0.50 CARNEGIE UNITS) 0 = DID NOT REACH THRESHOLD 1 = REACHED THRESHOLD
STUB0600	411-415	FOREIGN LANGUAGES 00000-99999 = CARNEGIE UNITS NOTE : IMPLIED DECIMAL POINT BETWEEN POSITION 4 AND 5.
STUB0610	416	FRENCH (1.00 CARNEGIE UNITS) 0 = DID NOT REACH THRESHOLD 1 = REACHED THRESHOLD
STUB0620	417	SPANISH (1.00 CARNEGIE UNITS) 0 = DID NOT REACH THRESHOLD 1 = REACHED THRESHOLD
STUB0630	418	GERMAN (1.00 CARNEGIE UNITS) 0 = DID NOT REACH THRESHOLD 1 = REACHED THRESHOLD
STUB0640	419	FOREIGN LANGUAGE OTHER THAN FRENCH, SPANISH OR GERMAN (1.00 CARNEGIE UNITS) 0 = DID NOT REACH THRESHOLD 1 = REACHED THRESHOLD
STUB0641	420	LATIN (1.00 CARNEGIE UNITS) 0 = DID NOT REACH THRESHOLD 1 = REACHED THRESHOLD

Question Name	Column Number(s)	
STUB0642	421	JAPANESE (1.00 CARNEGIE UNITS) 0 = DID NOT REACH THRESHOLD 1 = REACHED THRESHOLD
STUB0643	422	MANDARIN/CANTONESE (1.00 CARNEGIE UNITS) 0 = DID NOT REACH THRESHOLD 1 = REACHED THRESHOLD
STUB0644	423	RUSSIAN (1.00 CARNEGIE UNITS) 0 = DID NOT REACH THRESHOLD 1 = REACHED THRESHOLD
STUB0700	424-428	NON - OCCUPATIONALLY SPECIFIC VOCATIONAL EDUCATION 00000-99999 = CARNEGIE UNITS NOTE : IMPLIED DECIMAL POINT BETWEEN POSITION 4 AND 5.
STUB0800	429-433	OCCUPATIONALLY SPECIFIC VOCATIONAL EDUCATION 00000-99999 = CARNEGIE UNITS NOTE : IMPLIED DECIMAL POINT BETWEEN POSITION 4 AND 5.
STUB0801	434-438	OCCUPATIONALLY SPECIFIC: GENERAL INTRODUCTION 00000-99999 = CARNEGIE UNITS NOTE : IMPLIED DECIMAL POINT BETWEEN POSITION 4 AND 5.

Question Name	Column Number(s)	
STUB0802	439-443	OCCUPATIONALLY SPECIFIC: AGRICULTURE OCCUPATIONS 00000-99999 = CARNEGIE UNITS NOTE : IMPLIED DECIMAL POINT BETWEEN POSITION 4 AND 5.
STUB0803	444-448	OCCUPATIONALLY SPECIFIC: BUSINESS OCCUPATIONS 00000-99999 = CARNEGIE UNITS NOTE : IMPLIED DECIMAL POINT BETWEEN POSITION 4 AND 5.
STUB0804	449-453	OCCUPATIONALLY SPECIFIC: MARKETING AND DISTRIBUTION 00000-99999 = CARNEGIE UNITS NOTE : IMPLIED DECIMAL POINT BETWEEN POSITION 4 AND 5.
STUB0805	454-458	OCCUPATIONALLY SPECIFIC: HEALTH AND HUMAN SERVICES 00000-99999 = CARNEGIE UNITS NOTE : IMPLIED DECIMAL POINT BETWEEN POSITION 4 AND 5.
STUB0806	459-463	OCCUPATIONALLY SPECIFIC: HOME ECONOMICS OCCUPATIONS 00000-99999 = CARNEGIE UNITS NOTE : IMPLIED DECIMAL POINT BETWEEN POSITION 4 AND 5.

Question Name   Column Number(s)

STUB0807   464-468   OCCUPATIONALLY SPECIFIC: TRADE AND INDUSTRY

00000-99999 = CARNEGIE UNITS

NOTE : IMPLIED DECIMAL POINT BETWEEN POSITION 4 AND 5.

STUB0808   469-473   OCCUPATIONALLY SPECIFIC: TECHNICAL

00000-99999 = CARNEGIE UNITS

NOTE : IMPLIED DECIMAL POINT BETWEEN POSITION 4 AND 5.

STUB0900   474-478   VISUAL AND PERFORMING ARTS

00000-99999 = CARNEGIE UNITS

NOTE : IMPLIED DECIMAL POINT BETWEEN POSITION 4 AND 5.

STUB0901   479   VISUAL ARTS (0.50 CARNEGIE UNITS)

0 = DID NOT REACH THRESHOLD
1 = REACHED THRESHOLD

STUB0902   480   DANCE (0.50 CARNEGIE UNITS)

0 = DID NOT REACH THRESHOLD
1 = REACHED THRESHOLD

STUB0903   481   THEATER PERFORMANCE (0.50 CARNEGIE UNITS)

0 = DID NOT REACH THRESHOLD
1 = REACHED THRESHOLD

STUB0904   482   MUSIC PERFORMANCE (0.50 CARNEGIE UNITS)

0 = DID NOT REACH THRESHOLD
1 = REACHED THRESHOLD

Question Name	Column Number(s)	
STUB0905	483	ART OR MUSIC APPRECIATION/HISTORY (1.00 CARNEGIE UNITS) 0 = DID NOT REACH THRESHOLD 1 = REACHED THRESHOLD
STUB1000	484-488	PHYSICAL EDUCATION, HEALTH, AND SPORTS 00000-99999 = CARNEGIE UNITS NOTE : IMPLIED DECIMAL POINT BETWEEN POSITION 4 AND 5.
STUB1010	489	PHYSICAL EDUCATION (1.00 CARNEGIE UNITS) 0 = DID NOT REACH THRESHOLD 1 = REACHED THRESHOLD
STUB1020	490	HEALTH (0.50 CARNEGIE UNITS) 0 = DID NOT REACH THRESHOLD 1 = REACHED THRESHOLD
STUB1100	491-495	PERSONAL AND SOCIAL DEVELOPMENT (1.00 CARNEGIE UNITS) 00000-99999 = CARNEGIE UNITS NOTE : IMPLIED DECIMAL POINT BETWEEN POSITION 4 AND 5.
STUB1110	496	DRIVERS EDUCATION (0.25 CARNEGIE UNITS) 0 = DID NOT REACH THRESHOLD 1 = REACHED THRESHOLD
STUB1200	497-501	RELIGION/THEOLOGY 00000-99999 = CARNEGIE UNITS NOTE : IMPLIED DECIMAL POINT BETWEEN POSITION 4 AND 5.

Question Name	Column Number(s)	
STUB1300	502-506	ALL OTHER COURSES 00000-99999 = CARNEGIE UNITS NOTE : IMPLIED DECIMAL POINT BETWEEN POSITION 4 AND 5.
STUB2001	507	4 ENGLISH + 3 SOCIAL STUDIES + 3 SCIENCE + 3 MATHEMATICS + 1/2 COMPUTER SCIENCE + 2 FOREIGN LANGUAGE 0 = DID NOT REACH THRESHOLD 1 = REACHED THRESHOLD
STUB2002	508	4 ENGLISH + 3 SOCIAL STUDIES + 3 SCIENCE + 3 MATHEMATICS + 1/2 COMPUTER SCIENCE 0 = DID NOT REACH THRESHOLD 1 = REACHED THRESHOLD
STUB2003	509	4 ENGLISH + 3 SOCIAL STUDIES + 3 SCIENCE + 3 MATHEMATICS + 2 FOREIGN LANGUAGE 0 = DID NOT REACH THRESHOLD 1 = REACHED THRESHOLD
STUB2004	510	4 ENGLISH + 3 SOCIAL STUDIES + 3 SCIENCE + 3 MATHEMATICS 0 = DID NOT REACH THRESHOLD 1 = REACHED THRESHOLD
STUB2005	511	4 ENGLISH + 3 SOCIAL STUDIES + 2 SCIENCE + 2 MATHEMATICS 0 = DID NOT REACH THRESHOLD 1 = REACHED THRESHOLD

Question Name	Column Number(s)	
GRREQFLG	512	GRADUATION REQUIREMENTS LEVEL FLAG

1 = CARNEGIE UNITS >= SCHOOL REQUIREMENTS

2 = CARNEGIE UNITS > 75%, BUT LESS THAN 100% OF SCHOOL REQUIREMENTS

3 = CARNEGIE UNITS = 75% OF SCHOOL REQUIREMENTS

4 = CARNEGIE UNITS < 75% OF SCHOOL REQUIREMENTS

NOTE : THIS FLAG PROVIDES AN INDICATION OF HOW THE TOTAL CREDITS ON A STUDENT'S TRANSCRIPT COMPARE TO THE SCHOOL'S GRADUATION REQUIRMENTS. TO CONSTRUCT THIS VARIABLE, ALL COURSE CARNEGIE UNITS FOR A STUDENT WERE TOTALED EXCEPT THOSE CODED AS UNSPECIFIED TRANSFER CREDITS (CSSC CODE OF 600001). THIS TOTAL WAS COMPARED TO THE SCHOOL'S CARNEGIE UNITS REQUIRED FOR GRADUATION.

NOTE : TRANSCRIPTS OF GRADUATES WITH GRREQFLG = 4 PROBABLY DO NOT LIST A SUBSTANTIAL NUMBER OF COURSE TITLES FOR WHICH THE STUDENT RECIEVED CREDIT. SUCH TRANSCRIPTS WERE TREATED AS MISSING FOR PURPOSES OF DETERMINING THE NON-RESPONSE ADJUSTMENT FACTOR. THE FINAL STUDENT WEIGHT (FINSTUWT) HAS BEEN SET TO ZERO (0) FOR STUDENTS WITH GRREQFLG = 4.

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```
                 THE 1990 HIGH SCHOOL TRANSCRIPT STUDY
                           THE STUDENT FILE

                        PRIMARY SAMPLING UNIT

                                          Cumulative  Cumulative
        PSU        Frequency   Percent     Frequency    Percent
        ------------------------------------------------------
        011-552      21531      100.0        21531       100.0


                        SCHOOL ID (WITHIN PSU)

                                          Cumulative  Cumulative
        SCHOOL     Frequency   Percent     Frequency    Percent
        ------------------------------------------------------
        301-351      21531      100.0        21531       100.0


                      STUDENT ID (WITHIN SCHOOL)

                                               Cumulative  Cumulative
     STUDENT            Frequency   Percent     Frequency    Percent
     -----------------------------------------------------------
     NAEP ID               16054      74.6        16054        74.6
     NON-LINKED ID          5477      25.4        21531       100.0


                          FINAL EXIT STATUS

                                                 Cumulative  Cumulative
    EXSTAT               Frequency   Percent     Frequency    Percent
    ----------------------------------------------------------------
    STANDARD DIPLOMA         19930      92.6         19930        92.6
    HONORS DIPLOMA            1403       6.5         21333        99.1
    SPEC ED ADJUST             126       0.6         21459        99.7
    CERT OF ATTEND              72       0.3         21531       100.0


                        STUDENT RACE/ETHNICITY

                                                 Cumulative  Cumulative
    DRVDRACE             Frequency   Percent     Frequency    Percent
    ----------------------------------------------------------------
    MISSING                    693       3.2           693         3.2
    WHITE, NON-HISP          15225      70.7         15918        73.9
    BLACK, NON-HISP           2777      12.9         18695        86.8
    HISPANIC                  1800       8.4         20495        95.2
    ASIAN/PACIFIC              857       4.0         21352        99.2
    AMER IND/ALASKAN           130       0.6         21482        99.8
    OTHER                       49       0.2         21531       100.0


                   STUDENT GRADE LEVEL IN 1989-90

                                             Cumulative  Cumulative
     GRADE           Frequency   Percent     Frequency    Percent
     ----------------------------------------------------------
     TWELFTH GRADE      21531      100.0        21531       100.0
```

THE 1990 HIGH SCHOOL TRANSCRIPT STUDY
THE STUDENT FILE

GENDER: 1 = MALE, 2 = FEMALE

SEX	Frequency	Percent	Cumulative Frequency	Cumulative Percent
MISSING	9	0.0	9	0.0
MALE	10354	48.1	10363	48.1
FEMALE	11168	51.9	21531	100.0

STUDENT MONTH BORN

BIRTHMO	Frequency	Percent	Cumulative Frequency	Cumulative Percent
MISSING	15	0.1	15	0.1
01	1843	8.6	1858	8.6
02	1672	7.8	3530	16.4
03	1861	8.6	5391	25.0
04	1697	7.9	7088	32.9
05	1776	8.2	8864	41.2
06	1673	7.8	10537	48.9
07	1769	8.2	12306	57.2
08	1846	8.6	14152	65.7
09	1973	9.2	16125	74.9
10	1832	8.5	17957	83.4
11	1752	8.1	19709	91.5
12	1822	8.5	21531	100.0

STUDENT YEAR BORN

BIRTHYR	Frequency	Percent	Cumulative Frequency	Cumulative Percent
MISSING	13	0.1	13	0.1
15	1	0.0	14	0.1
41	1	0.0	15	0.1
48	1	0.0	16	0.1
67	5	0.0	21	0.1
68	16	0.1	37	0.2
69	96	0.4	133	0.6
70	737	3.4	870	4.0
71	5874	27.3	6744	31.3
72	14517	67.4	21261	98.7
73	251	1.2	21512	99.9
74	7	0.0	21519	99.9
75	2	0.0	21521	100.0
76	1	0.0	21522	100.0
77	2	0.0	21524	100.0
78	1	0.0	21525	100.0
82	1	0.0	21526	100.0
85	3	0.0	21529	100.0
87	1	0.0	21530	100.0
88	1	0.0	21531	100.0

STUDENT HANDICAPPED STATUS

HCFLAG	Frequency	Percent	Cumulative Frequency	Cumulative Percent
NOT HANDICAPPED	20956	97.3	20956	97.3
HANDICAPPED	575	2.7	21531	100.0

THE 1990 HIGH SCHOOL TRANSCRIPT STUDY
THE STUDENT FILE

WHAT IS STUDENT'S DISABILITY

HCTYPE	Frequency	Percent	Cumulative Frequency	Cumulative Percent
NO IEP/LEP QUEST	20836	96.8	20836	96.8
MULTIDISABLED	10	0.0	20846	96.8
MENT RETARDED	85	0.4	20931	97.2
HARD OF HEARING	2	0.0	20933	97.2
SPEECH IMPAIRED	1	0.0	20934	97.2
VISUAL HC/BLIND	3	0.0	20937	97.2
DEAF/BLIND	1	0.0	20938	97.2
EMOTIONALLY DIST	26	0.1	20964	97.4
ORTHOPD IMPAIRED	6	0.0	20970	97.4
LEARN DISABLED	402	1.9	21372	99.3
OTHER DISABILITY	12	0.1	21384	99.3
MISSING	147	0.7	21531	100.0

DEGREE TYPE

TYPEPGM	Frequency	Percent	Cumulative Frequency	Cumulative Percent
STANDARD	21202	98.5	21202	98.5
VOCATIONAL EDUCA	87	0.4	21289	98.9
OTHER	242	1.1	21531	100.0

DATE ENTERED THE SCHOOL - DAY

ENTRDY	Frequency	Percent	Cumulative Frequency	Cumulative Percent
01	357	1.7	357	1.7
02	1434	6.7	1791	8.3
03	881	4.1	2672	12.4
04	220	1.0	2892	13.4
05	116	0.5	3008	14.0
06	93	0.4	3101	14.4
07	62	0.3	3163	14.7
08	270	1.3	3433	15.9
09	239	1.1	3672	17.1
10	43	0.2	3715	17.3
11	39	0.2	3754	17.4
12	24	0.1	3778	17.5
13	31	0.1	3809	17.7
14	68	0.3	3877	18.0
15	187	0.9	4064	18.9
16	25	0.1	4089	19.0
17	58	0.3	4147	19.3
18	155	0.7	4302	20.0
19	28	0.1	4330	20.1
20	57	0.3	4387	20.4
21	180	0.8	4567	21.2
22	34	0.2	4601	21.4
23	61	0.3	4662	21.7
24	181	0.8	4843	22.5
25	137	0.6	4980	23.1
26	130	0.6	5110	23.7
27	76	0.4	5186	24.1
28	156	0.7	5342	24.8
29	108	0.5	5450	25.3
30	62	0.3	5512	25.6
31	448	2.1	5960	27.7
MISSING	15571	72.3	21531	100.0

THE 1990 HIGH SCHOOL TRANSCRIPT STUDY
THE STUDENT FILE

DATE ENTERED THE SCHOOL - MONTH

```
                                        Cumulative  Cumulative
ENTRMO     Frequency     Percent     Frequency     Percent
------------------------------------------------------------------
01               214       1.0             214        1.0
02                81       0.4             295        1.4
03                52       0.2             347        1.6
04                32       0.1             373        1.8
05                23       0.1             402        1.9
06               165       0.8             567        2.6
07                 9       0.0             576        2.7
08              2022       9.4            2598       12.1
09              5888      27.3            8486       39.4
10                88       0.4            8574       39.8
11                71       0.3            8645       40.2
12                30       0.1            8675       40.3
MISSING        12856      59.7           21531      100.0
```

DATE ENTERED THE SCHOOL - YEAR

```
                                        Cumulative  Cumulative
ENTRYR     Frequency     Percent     Frequency     Percent
------------------------------------------------------------------
78                 1       0.0               1        0.0
81                 4       0.0               5        0.0
82                 1       0.0               6        0.0
83                 1       0.0               7        0.0
84                13       0.1              20        0.1
85               134       0.6             154        0.7
86              7813      36.3            7967       37.0
87              1504       7.0            9471       44.0
88               647       3.0           10118       47.0
89               559       2.6           10677       49.6
90                58       0.3           10735       49.9
MISSING        10796      50.1           21531      100.0
```

GRADUATION DATE - DAY

```
                                   Cumulative  Cumulative
GRADDY     Frequency    Percent     Frequency     Percent
---------------------------------------------------------
01              1437        6.7          1437         6.7
02              1069        5.0          2506        11.6
03              1156        5.4          3662        17.0
04               868        4.0          4530        21.0
05               420        2.0          4950        23.0
06               746        3.5          5696        26.5
07               900        4.2          6596        30.6
08               994        4.6          7590        35.3
09               718        3.3          8308        38.6
10               262        1.2          8570        39.8
11               481        2.2          9051        42.0
12               137        0.6          9188        42.7
13               457        2.1          9645        44.8
14               681        3.2         10326        48.0
15               489        2.3         10815        50.2
16                93        0.4         10908        50.7
17                11        0.1         10919        50.7
18               587        2.7         11506        53.4
19               212        1.0         11718        54.4
20               581        2.7         12299        57.1
21               241        1.1         12540        58.2
22               240        1.1         12780        59.4
23               115        0.5         12895        59.9
24               697        3.2         13592        63.1
25               426        2.0         14018        65.1
26               167        0.8         14185        65.9
27               455        2.1         14640        68.0
28                52        0.2         14692        68.2
29               280        1.3         14972        69.5
30               323        1.5         15295        71.0
31               879        4.1         16174        75.1
MISSING         5357       24.9         21531       100.0
```

GRADUATION DATE - MONTH

```
                                   Cumulative  Cumulative
GRADMO     Frequency    Percent     Frequency     Percent
---------------------------------------------------------
01                14        0.1            14         0.1
02                 3        0.0            17         0.1
03                 1        0.0            18         0.1
05              4392       20.4          4410        20.5
06             14237       66.1         18647        86.6
07                61        0.3         18708        86.9
08               152        0.7         18860        87.6
09                16        0.1         18876        87.7
10                 3        0.0         18879        87.7
11                 5        0.0         18884        87.7
12                 8        0.0         18892        87.7
MISSING         2639       12.3         21531       100.0
```

GRADUATION DATE - YEAR

```
                                   Cumulative  Cumulative
GRADYR     Frequency    Percent     Frequency     Percent
---------------------------------------------------------
90             19584       91.0         19584        91.0
MISSING         1947        9.0         21531       100.0
```

```
                    DAYS ABSENT: GRADE 9

                                             Cumulative  Cumulative
ABS09              Frequency     Percent      Frequency     Percent
-------------------------------------------------------------------
    0 DAYS              1025         4.8           1025         4.8
   1-9 DAYS             5967        27.7           6992        32.5
  10-19 DAYS            2171        10.1           9163        42.6
  20-29 DAYS             405         1.9           9568        44.4
  30-39 DAYS              95         0.4           9663        44.9
  40-49 DAYS              38         0.2           9701        45.1
  50-59 DAYS              16         0.1           9717        45.1
  60-69 DAYS               3         0.0           9720        45.1
  70-79 DAYS               5         0.0           9725        45.2
  80-89 DAYS               8         0.0           9733        45.2
  90-99 DAYS               4         0.0           9737        45.2
 170-179 DAYS              1         0.0           9738        45.2
MISSING                11793        54.8          21531       100.0
```

```
                    DAYS ABSENT: GRADE 10

                                             Cumulative  Cumulative
ABS10              Frequency     Percent      Frequency     Percent
-------------------------------------------------------------------
    0 DAYS               833         3.9            833         3.9
   1-9 DAYS             5996        27.8           6829        31.7
  10-19 DAYS            2621        12.2           9450        43.9
  20-29 DAYS             625         2.9          10075        46.8
  30-39 DAYS             166         0.8          10241        47.6
  40-49 DAYS              57         0.3          10298        47.8
  50-59 DAYS              29         0.1          10327        48.0
  60-69 DAYS               6         0.0          10333        48.0
  70-79 DAYS               9         0.0          10342        48.0
  80-89 DAYS               1         0.0          10343        48.0
  90-99 DAYS               2         0.0          10345        48.0
 100-109 DAYS              2         0.0          10347        48.1
 110-119 DAYS              3         0.0          10350        48.1
 120-129 DAYS              1         0.0          10351        48.1
MISSING                11180        51.9          21531       100.0
```

```
                    DAYS ABSENT: GRADE 11

                                             Cumulative  Cumulative
ABS11              Frequency     Percent      Frequency     Percent
-------------------------------------------------------------------
    0 DAYS               674         3.1            674         3.1
   1-9 DAYS             5645        26.2           6319        29.3
  10-19 DAYS            3038        14.1           9357        43.5
  20-29 DAYS             851         4.0          10208        47.4
  30-39 DAYS             261         1.2          10469        48.6
  40-49 DAYS             114         0.5          10583        49.2
  50-59 DAYS              49         0.2          10632        49.4
  60-69 DAYS              19         0.1          10651        49.5
  70-79 DAYS              12         0.1          10663        49.5
  80-89 DAYS               7         0.0          10670        49.6
  90-99 DAYS               6         0.0          10676        49.6
 100-109 DAYS              3         0.0          10679        49.6
 110-119 DAYS              1         0.0          10680        49.6
 120-129 DAYS              1         0.0          10681        49.6
 130-139 DAYS              2         0.0          10683        49.6
 150-159 DAYS              1         0.0          10684        49.6
 160-169 DAYS              1         0.0          10685        49.6
 170-179 DAYS              1         0.0          10686        49.6
MISSING                10845        50.4          21531       100.0
```

DAYS ABSENT: GRADE 12

ABS12	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0 DAYS	608	2.8	608	2.8
1-9 DAYS	5064	23.5	5672	26.3
10-19 DAYS	3450	16.0	9122	42.4
20-29 DAYS	1072	5.0	10194	47.3
30-39 DAYS	321	1.5	10515	48.8
40-49 DAYS	134	0.6	10649	49.5
50-59 DAYS	58	0.3	10707	49.7
60-69 DAYS	25	0.1	10732	49.8
70-79 DAYS	11	0.1	10743	49.9
80-89 DAYS	9	0.0	10752	49.9
90-99 DAYS	5	0.0	10757	50.0
100-109 DAYS	2	0.0	10759	50.0
110-119 DAYS	2	0.0	10761	50.0
130-139 DAYS	2	0.0	10763	50.0
140-149 DAYS	1	0.0	10764	50.0
160-169 DAYS	1	0.0	10765	50.0
180-189 DAYS	1	0.0	10766	50.0
MISSING	10765	50.0	21531	100.0

GRADE POINT AVERAGE

GPA	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0.00	139	0.6	139	0.6
0.01- 0.50	5	0.0	144	0.7
0.51- 1.00	40	0.2	184	0.9
1.01- 1.50	524	2.4	708	3.3
1.51- 2.00	2029	9.4	2737	12.7
2.01- 2.50	3169	14.7	5906	27.4
2.51- 3.00	3191	14.8	9097	42.3
3.01- 3.50	2347	10.9	11444	53.2
3.51- 4.00	1513	7.0	12957	60.2
4.01- 4.50	357	1.7	13314	61.8
4.51- 5.00	87	0.4	13401	62.2
5.01- 5.50	36	0.2	13437	62.4
5.51- 6.00	19	0.1	13456	62.5
6.01- 10.00	85	0.4	13541	62.9
10.01- 20.00	19	0.1	13560	63.0
20.01- 30.00	29	0.1	13589	63.1
30.01- 40.00	15	0.1	13604	63.2
60.01- 70.00	52	0.2	13656	63.4
70.01- 80.00	600	2.8	14256	66.2
80.01- 90.00	1079	5.0	15335	71.2
90.01-100.00	418	1.9	15753	73.2
100.01-110.00	6	0.0	15759	73.2
999.99	5772	26.8	21531	100.0

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                THE 1990 HIGH SCHOOL TRANSCRIPT STUDY
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                             CLASS RANK

                                                Cumulative  Cumulative
CLRANK               Frequency     Percent     Frequency     Percent
-----------------------------------------------------------------------
  1-100 STUDENTS         8915        41.4          8915        41.4
101-200 STUDENTS         3904        18.1         12819        59.5
201-300 STUDENTS         1632         7.6         14451        67.1
301-400 STUDENTS          778         3.6         15229        70.7
401-500 STUDENTS          348         1.6         15577        72.3
501-600 STUDENTS          168         0.8         15745        73.1
601-700 STUDENTS           38         0.2         15783        73.3
701-800 STUDENTS            1         0.0         15784        73.3
MISSING                  5747        26.7         21531       100.0


                             CLASS SIZE

                                                Cumulative  Cumulative
CLSIZE               Frequency     Percent     Frequency     Percent
-----------------------------------------------------------------------
  1-100 STUDENTS         3407        15.8          3407        15.8
101-200 STUDENTS         5182        24.1          8589        39.9
201-300 STUDENTS         2789        13.0         11378        52.8
301-400 STUDENTS         2584        12.0         13962        64.8
401-500 STUDENTS         1072         5.0         15034        69.8
501-600 STUDENTS          902         4.2         15936        74.0
601-700 STUDENTS          835         3.9         16771        77.9
701-800 STUDENTS          115         0.5         16886        78.4
MISSING                  4645        21.6         21531       100.0


                           STUDENT PROGRAM

                                            Cumulative  Cumulative
   ACAD_TRK   Frequency     Percent     Frequency     Percent
-----------------------------------------------------------------
ACADEMIC         15663        72.7         15663        72.7
VOCATIONAL        1383         6.4         17046        79.2
BOTH              1941         9.0         18987        88.2
NEITHER           2544        11.8         21531       100.0


                            COMMUNITY TYPE

                                              Cumulative  Cumulative
         URBAN   Frequency     Percent     Frequency     Percent
------------------------------------------------------------------
BIG CITY            4273        19.8          4273        19.8
URBAN FRINGE        5681        26.4          9954        46.2
MEDIUM FRINGE       2756        12.8         12710        59.0
SMALL PLACE         8821        41.0         21531       100.0


                              U.S. REGION

                                              Cumulative  Cumulative
        REGION   Frequency     Percent     Frequency     Percent
------------------------------------------------------------------
NORTHEAST           4700        21.8          4700        21.8
SOUTH CENTRAL       8455        39.3         13155        61.1
NORTH CENTRAL       4418        20.5         17573        81.6
WEST                3958        18.4         21531       100.0
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                        PUBLIC/NONPUBLIC SCHOOL

                                         Cumulative  Cumulative
  PUBPRIV     Frequency     Percent      Frequency     Percent
 -----------------------------------------------------------------
 PUBLIC           16799        78.0          16799        78.0
 NONPUBLIC         4732        22.0          21531       100.0


                            ENGLISH 9 (1.00)

                                                Cumulative  Cumulative
STUB0101              Frequency     Percent     Frequency     Percent
-----------------------------------------------------------------------
FAILED THRESHOLD           2777        12.9          2777        12.9
MET THRESHOLD             18754        87.1         21531       100.0


                            ENGLISH 10 (1.00)

                                                Cumulative  Cumulative
STUB0102              Frequency     Percent     Frequency     Percent
-----------------------------------------------------------------------
FAILED THRESHOLD           4510        20.9          4510        20.9
MET THRESHOLD             17021        79.1         21531       100.0


                            ENGLISH 11 (1.00)

                                                Cumulative  Cumulative
STUB0103              Frequency     Percent     Frequency     Percent
-----------------------------------------------------------------------
FAILED THRESHOLD           6934        32.2          6934        32.2
MET THRESHOLD             14597        67.8         21531       100.0


                            ENGLISH 12 (1.00)

                                                Cumulative  Cumulative
STUB0104              Frequency     Percent     Frequency     Percent
-----------------------------------------------------------------------
FAILED THRESHOLD           8840        41.1          8840        41.1
MET THRESHOLD             12691        58.9         21531       100.0


                   AP/HONORS 12TH GRADE ENGLISH (1.00)

                                                Cumulative  Cumulative
STUB0105              Frequency     Percent     Frequency     Percent
-----------------------------------------------------------------------
FAILED THRESHOLD          19021        88.3         19021        88.3
MET THRESHOLD              2510        11.7         21531       100.0
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                ANY REMEDIAL/BELOW GRADE ENG (1.00)

                                            Cumulative  Cumulative
STUB0106            Frequency   Percent     Frequency     Percent
------------------------------------------------------------------
FAILED THRESHOLD       19414       90.2         19414        90.2
MET THRESHOLD           2117        9.8         21531       100.0


                ENGLISH AS A SECOND LANGUAGE (1.00)

                                            Cumulative  Cumulative
STUB0107            Frequency   Percent     Frequency     Percent
------------------------------------------------------------------
FAILED THRESHOLD       21129       98.1         21129        98.1
MET THRESHOLD            402        1.9         21531       100.0


                        U. S. HISTORY (1.00)

                                            Cumulative  Cumulative
STUB0211            Frequency   Percent     Frequency     Percent
------------------------------------------------------------------
FAILED THRESHOLD        2547       11.8          2547        11.8
MET THRESHOLD          18984       88.2         21531       100.0


                 AP/HONORS AMERICAN HISTORY (1.00)

                                            Cumulative  Cumulative
STUB0212            Frequency   Percent     Frequency     Percent
------------------------------------------------------------------
FAILED THRESHOLD       20223       93.9         20223        93.9
MET THRESHOLD           1308        6.1         21531       100.0


                        WORLD HISTORY (1.00)

                                            Cumulative  Cumulative
STUB0213            Frequency   Percent     Frequency     Percent
------------------------------------------------------------------
FAILED THRESHOLD       10105       46.9         10105        46.9
MET THRESHOLD          11426       53.1         21531       100.0


                  AP/HONORS WORLD HISTORY (1.00)

                                            Cumulative  Cumulative
STUB0214            Frequency   Percent     Frequency     Percent
------------------------------------------------------------------
FAILED THRESHOLD       21355       99.2         21355        99.2
MET THRESHOLD            176        0.8         21531       100.0
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                     NON-WESTERN HISTORY (0.50)

                                                 Cumulative  Cumulative
STUB0215             Frequency     Percent       Frequency     Percent
-------------------------------------------------------------------------
FAILED THRESHOLD       19753        91.7           19753         91.7
MET THRESHOLD           1778         8.3           21531        100.0



                WESTERN HISTORY/CIVILIZATION (0.50)

                                                 Cumulative  Cumulative
STUB0216             Frequency     Percent       Frequency     Percent
-------------------------------------------------------------------------
FAILED THRESHOLD       18976        88.1           18976         88.1
MET THRESHOLD           2555        11.9           21531        100.0



                  REMEDIAL/BELOW GRADE HIST (1.00)

                                                 Cumulative  Cumulative
STUB0217             Frequency     Percent       Frequency     Percent
-------------------------------------------------------------------------
FAILED THRESHOLD       20852        96.8           20852         96.8
MET THRESHOLD            679         3.2           21531        100.0



                  CIVICS/AMERICAN POLITICS (0.50)

                                                 Cumulative  Cumulative
STUB0221             Frequency     Percent       Frequency     Percent
-------------------------------------------------------------------------
FAILED THRESHOLD        5446        25.3            5446         25.3
MET THRESHOLD          16085        74.7           21531        100.0



                   INTERNATIONAL POLITICS (0.50)

                                                 Cumulative  Cumulative
STUB0222             Frequency     Percent       Frequency     Percent
-------------------------------------------------------------------------
FAILED THRESHOLD       19728        91.6           19728         91.6
MET THRESHOLD           1803         8.4           21531        100.0



                          ECONOMICS (0.50)

                                                 Cumulative  Cumulative
STUB0223             Frequency     Percent       Frequency     Percent
-------------------------------------------------------------------------
FAILED THRESHOLD       11267        52.3           11267         52.3
MET THRESHOLD          10264        47.7           21531        100.0
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                        GEOGRAPHY (0.50)

                                                Cumulative  Cumulative
STUB0224             Frequency     Percent       Frequency     Percent
-----------------------------------------------------------------------
FAILED THRESHOLD        16897        78.5          16897         78.5
MET THRESHOLD            4634        21.5          21531        100.0


                   SOCIOLOGY/PSYCHOLOGY (0.50)

                                                Cumulative  Cumulative
STUB0225             Frequency     Percent       Frequency     Percent
-----------------------------------------------------------------------
FAILED THRESHOLD        14659        68.1          14659         68.1
MET THRESHOLD            6872        31.9          21531        100.0


                        ALGEBRA I (1.00)

                                                Cumulative  Cumulative
STUB0301             Frequency     Percent       Frequency     Percent
-----------------------------------------------------------------------
FAILED THRESHOLD         4855        22.5           4855         22.5
MET THRESHOLD           16676        77.5          21531        100.0


                       ALGEBRA II (0.50)

                                                Cumulative  Cumulative
STUB0302             Frequency     Percent       Frequency     Percent
-----------------------------------------------------------------------
FAILED THRESHOLD        10308        47.9          10308         47.9
MET THRESHOLD           11223        52.1          21531        100.0


                        GEOMETRY (1.00)

                                                Cumulative  Cumulative
STUB0303             Frequency     Percent       Frequency     Percent
-----------------------------------------------------------------------
FAILED THRESHOLD         7056        32.8           7056         32.8
MET THRESHOLD           14475        67.2          21531        100.0


                      TRIGONOMETRY (0.50)

                                                Cumulative  Cumulative
STUB0304             Frequency     Percent       Frequency     Percent
-----------------------------------------------------------------------
FAILED THRESHOLD        17318        80.4          17318         80.4
MET THRESHOLD            4213        19.6          21531        100.0
```

ANALYSIS/PRECALCULUS (0.50)

STUB0305	Frequency	Percent	Cumulative Frequency	Cumulative Percent
FAILED THRESHOLD	18426	85.6	18426	85.6
MET THRESHOLD	3105	14.4	21531	100.0

CALCULUS (1.00)

STUB0306	Frequency	Percent	Cumulative Frequency	Cumulative Percent
FAILED THRESHOLD	19937	92.6	19937	92.6
MET THRESHOLD	1594	7.4	21531	100.0

AP CALCULUS (1.00)

STUB0307	Frequency	Percent	Cumulative Frequency	Cumulative Percent
FAILED THRESHOLD	20457	95.0	20457	95.0
MET THRESHOLD	1074	5.0	21531	100.0

STATISTICS/PROBABILITY (0.50)

STUB0308	Frequency	Percent	Cumulative Frequency	Cumulative Percent
FAILED THRESHOLD	21260	98.7	21260	98.7
MET THRESHOLD	271	1.3	21531	100.0

REMEDIAL/BELOW GRADE MATH (1.00)

STUB0309	Frequency	Percent	Cumulative Frequency	Cumulative Percent
FAILED THRESHOLD	16716	77.6	16716	77.6
MET THRESHOLD	4815	22.4	21531	100.0

BIOLOGY (1.00)

STUB0501	Frequency	Percent	Cumulative Frequency	Cumulative Percent
FAILED THRESHOLD	1558	7.2	1558	7.2
MET THRESHOLD	19973	92.8	21531	100.0

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                     AP/HONORS BIOLOGY (1.00)

                                                Cumulative  Cumulative
STUB0502              Frequency     Percent     Frequency     Percent
----------------------------------------------------------------------
FAILED THRESHOLD        20499        95.2         20499        95.2
MET THRESHOLD            1032         4.8         21531       100.0



                        CHEMISTRY (1.00)

                                                Cumulative  Cumulative
STUB0503              Frequency     Percent     Frequency     Percent
----------------------------------------------------------------------
FAILED THRESHOLD        10305        47.9         10305        47.9
MET THRESHOLD           11226        52.1         21531       100.0



                    AP/HONORS CHEMISTRY (1.00)

                                                Cumulative  Cumulative
STUB0504              Frequency     Percent     Frequency     Percent
----------------------------------------------------------------------
FAILED THRESHOLD        20804        96.6         20804        96.6
MET THRESHOLD             727         3.4         21531       100.0



                         PHYSICS (1.00)

                                                Cumulative  Cumulative
STUB0505              Frequency     Percent     Frequency     Percent
----------------------------------------------------------------------
FAILED THRESHOLD        16458        76.4         16458        76.4
MET THRESHOLD            5073        23.6         21531       100.0



                     AP/HONORS PHYSICS (1.00)

                                                Cumulative  Cumulative
STUB0506              Frequency     Percent     Frequency     Percent
----------------------------------------------------------------------
FAILED THRESHOLD        21018        97.6         21018        97.6
MET THRESHOLD             513         2.4         21531       100.0



                       ENGINEERING (1.00)

                                                Cumulative  Cumulative
STUB0507              Frequency     Percent     Frequency     Percent
----------------------------------------------------------------------
FAILED THRESHOLD        21498        99.8         21498        99.8
MET THRESHOLD              33         0.2         21531       100.0
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                             ASTRONOMY (0.50)

                                                Cumulative  Cumulative
STUB0508             Frequency     Percent      Frequency     Percent
-----------------------------------------------------------------------
FAILED THRESHOLD        21286        98.9         21286         98.9
MET THRESHOLD             245         1.1         21531        100.0



                              GEOLOGY (0.50)

                                                Cumulative  Cumulative
STUB0509             Frequency     Percent      Frequency     Percent
-----------------------------------------------------------------------
FAILED THRESHOLD        16564        76.9         16564         76.9
MET THRESHOLD            4967        23.1         21531        100.0



                              FRENCH (1.00)

                                                Cumulative  Cumulative
STUB0610             Frequency     Percent      Frequency     Percent
-----------------------------------------------------------------------
FAILED THRESHOLD        17001        79.0         17001         79.0
MET THRESHOLD            4530        21.0         21531        100.0



                              SPANISH (1.00)

                                                Cumulative  Cumulative
STUB0620             Frequency     Percent      Frequency     Percent
-----------------------------------------------------------------------
FAILED THRESHOLD        11562        53.7         11562         53.7
MET THRESHOLD            9969        46.3         21531        100.0



                              GERMAN (1.00)

                                                Cumulative  Cumulative
STUB0630             Frequency     Percent      Frequency     Percent
-----------------------------------------------------------------------
FAILED THRESHOLD        20596        95.7         20596         95.7
MET THRESHOLD             935         4.3         21531        100.0



                  FOR LANG OTHER FR,SP OR GER (1.00)

                                                Cumulative  Cumulative
STUB0640             Frequency     Percent      Frequency     Percent
-----------------------------------------------------------------------
FAILED THRESHOLD        19995        92.9         19995         92.9
MET THRESHOLD            1536         7.1         21531        100.0
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                             LATIN (1.00)

                                                Cumulative  Cumulative
STUB0641             Frequency    Percent       Frequency     Percent
-----------------------------------------------------------------------
FAILED THRESHOLD        20476       95.1          20476         95.1
MET THRESHOLD            1055        4.9          21531        100.0


                            JAPANESE (1.00)

                                                Cumulative  Cumulative
STUB0642             Frequency    Percent       Frequency     Percent
-----------------------------------------------------------------------
FAILED THRESHOLD        21408       99.4          21408         99.4
MET THRESHOLD             123        0.6          21531        100.0


                       MANDARIN/CANTONESE 1.00)

                                                Cumulative  Cumulative
STUB0643             Frequency    Percent       Frequency     Percent
-----------------------------------------------------------------------
FAILED THRESHOLD        21514       99.9          21514         99.9
MET THRESHOLD              17        0.1          21531        100.0


                             RUSSIAN (1.00)

                                                Cumulative  Cumulative
STUB0644             Frequency    Percent       Frequency     Percent
-----------------------------------------------------------------------
FAILED THRESHOLD        21461       99.7          21461         99.7
MET THRESHOLD              70        0.3          21531        100.0


                           VISUAL ARTS (0.50)

                                                Cumulative  Cumulative
STUB0901             Frequency    Percent       Frequency     Percent
-----------------------------------------------------------------------
FAILED THRESHOLD        11501       53.4          11501         53.4
MET THRESHOLD           10030       46.6          21531        100.0


                              DANCE (0.50)

                                                Cumulative  Cumulative
STUB0902             Frequency    Percent       Frequency     Percent
-----------------------------------------------------------------------
FAILED THRESHOLD        20526       95.3          20526         95.3
MET THRESHOLD            1005        4.7          21531        100.0
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                       THEATER PERFORMANCE (0.50)

                                              Cumulative  Cumulative
STUB0903            Frequency     Percent     Frequency     Percent
--------------------------------------------------------------------
FAILED THRESHOLD        19244        89.4         19244        89.4
MET THRESHOLD            2287        10.6         21531       100.0


                       MUSIC PERFORMANCE (0.50)

                                              Cumulative  Cumulative
STUB0904            Frequency     Percent     Frequency     Percent
--------------------------------------------------------------------
FAILED THRESHOLD        15297        71.0         15297        71.0
MET THRESHOLD            6234        29.0         21531       100.0


                 ART OR MUSIC APPRECIATION/HIST (1.00)

                                              Cumulative  Cumulative
STUB0905            Frequency     Percent     Frequency     Percent
--------------------------------------------------------------------
FAILED THRESHOLD        20811        96.7         20811        96.7
MET THRESHOLD             720         3.3         21531       100.0


                       PHYSICAL EDUCATION (1.00)

                                              Cumulative  Cumulative
STUB1010            Frequency     Percent     Frequency     Percent
--------------------------------------------------------------------
FAILED THRESHOLD         6997        32.5          6997        32.5
MET THRESHOLD           14534        67.5         21531       100.0


                             HEALTH (0.50)

                                              Cumulative  Cumulative
STUB1020            Frequency     Percent     Frequency     Percent
--------------------------------------------------------------------
FAILED THRESHOLD         9909        46.0          9909        46.0
MET THRESHOLD           11622        54.0         21531       100.0


                       DRIVERS EDUCATION (0.25)

                                              Cumulative  Cumulative
STUB1110            Frequency     Percent     Frequency     Percent
--------------------------------------------------------------------
FAILED THRESHOLD        13749        63.9         13749        63.9
MET THRESHOLD            7782        36.1         21531       100.0
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                 THE 1990 HIGH SCHOOL TRANSCRIPT STUDY
                           THE STUDENT FILE

                    4E+3SS+3SCI+3MATH+1/2COMP.+2FL

                                                Cumulative  Cumulative
STUB2001               Frequency     Percent     Frequency    Percent
-----------------------------------------------------------------------
FAILED THRESHOLD          17441        81.0         17441       81.0
MET THRESHOLD              4090        19.0         21531      100.0


                      4E+3SS+3SCI+3MATH+1/2COMP.

                                                Cumulative  Cumulative
STUB2002               Frequency     Percent     Frequency    Percent
-----------------------------------------------------------------------
FAILED THRESHOLD          16180        75.1         16180       75.1
MET THRESHOLD              5351        24.9         21531      100.0


                        4E+3SS+3SCI+3MATH+2FL

                                                Cumulative  Cumulative
STUB2003               Frequency     Percent     Frequency    Percent
-----------------------------------------------------------------------
FAILED THRESHOLD          14056        65.3         14056       65.3
MET THRESHOLD              7475        34.7         21531      100.0


                          4E+3SS+3SCI+3MATH

                                                Cumulative  Cumulative
STUB2004               Frequency     Percent     Frequency    Percent
-----------------------------------------------------------------------
FAILED THRESHOLD          11925        55.4         11925       55.4
MET THRESHOLD              9606        44.6         21531      100.0


                          4E+3SS+2SCI+2MATH

                                                Cumulative  Cumulative
STUB2005               Frequency     Percent     Frequency    Percent
-----------------------------------------------------------------------
FAILED THRESHOLD           6326        29.4          6326       29.4
MET THRESHOLD             15205        70.6         21531      100.0


                  STUDENT CARNEGIE REQUIREMENTS FLAG

                                                Cumulative  Cumulative
        GRREQFLG       Frequency     Percent     Frequency    Percent
-----------------------------------------------------------------------
>= SCHOOL REQ             20102        93.4         20102       93.4
> 75% SCHOOL REQ           1281         5.9         21383       99.3
= 75% SCHOOL REQ             13         0.1         21396       99.4
< 75% SCHOOL REQ            135         0.6         21531      100.0
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STUB DEFINITIONS

The Student File contains a set of variables called "Stubs" which summarize each student's course taking in a number of subject area categories. The lists which follow indicate which CSSC codes are in each subject-area category used in the 1990 High School Transcript Study. These are the same categories as used in the 1987 transcript study and in the Nation At Risk Update Study tables. Note that the categories are hierarchical in nature. That is, codes in a subcategory are also in the appropriate higher-order category. For example, "AP/Honors English 12" is included in "English 12" and in "English." However, codes in a higher-order category are not necessarily also in a subcategory. The hierarchical outline presented below indicates the categories and subcategories. The numerical coding lists, which provide an exhaustive list of each code in each category, are presented in the same order as the outline. Codes that were not used in the 1990 study, but were included in previous studies are listed for the sake of completeness but are labeled "UNUSED CODE."

There are two types of stubs, those which contain the sum of the Carnegie units that a student earned in all the courses represented by the stub and those which indicate whether the sum of the Carnegie units that a student earned meets or exceeds a specified minimum. In the lists that follow, the name of the variable representing each stub is followed by the stub label (which is used in the tables in *The 1990 High School Transcript Study Tabulations*). We have added an asterisk to the stub labels to indicate stubs that represent sums of credits rather than minimum requirements.

Hierarchical Outline

STUB0100	English *
STUB0101	English 9
STUB0102	English 10
STUB0103	English 11
STUB0104	English 12
STUB0105	AP/Honors English 12
STUB0106	Any Remedial/Below Grade English
STUB0107	English as a Second Language

STUB0200	Any Social Studies
STUB0210	History/Area Studies *
STUB0211	U.S. History
STUB0212	AP/Honors U.S. History
STUB0213	World History
STUB0214	AP/Honors World History
STUB0215	Nonwestern History
STUB0216	Western History/Civilization
STUB0217	Remedial/Below Grade History
STUB0220	Social Studies Other than History *
STUB0221	Civics/American Politics
STUB0222	International Politics
STUB0223	Economics
STUB0224	Geography
STUB0225	Sociology/Psychology
STUB0300	Mathematics *
STUB0301	Algebra I
STUB0302	Algebra II
STUB0303	Geometry
STUB0304	Trigonometry
STUB0305	Analysis/Precalculus
STUB0306	Calculus
STUB0307	AP/Honors Calculus
STUB0308	Statistics/Probability
STUB0309	Remedial/Below Grade Math
STUB0400	Computer Science/Programming/Data Processing *
STUB0500	Science *
STUB0501	Biology
STUB0502	AP/Honors Biology
STUB0503	Chemistry
STUB0504	AP/Honors Chemistry
STUB0505	Physics
STUB0506	AP/Honors Physics
STUB0507	Engineering
STUB0508	Astronomy
STUB0509	Geology
STUB0600	Foreign Languages *
STUB0610	French
STUB0620	Spanish
STUB0630	German
STUB0640	Foreign Language Other than French, Spanish or German
STUB0641	Latin
STUB0642	Japanese
STUB0643	Mandarin/Cantonese
STUB0644	Russian

STUB0700	Non-Occupationally Specific Vocational Education *
STUB0800	Occupationally Specific Vocational Education *
STUB0801	Occupationally Specific: General Introductory *
STUB0802	Occupationally Specific: Agriculture *
STUB0803	Occupationally Specific: Business *
STUB0804	Occupationally Specific: Marketing and Distribution *
STUB0805	Occupationally Specific: Health and Human Services *
STUB0806	Occupationally Specific: Occupational Home Economics *
STUB0807	Occupationally Specific: Trade and Industry *
STUB0808	Occupationally Specific: Technical *
STUB0900	Visual and Performing Arts *
STUB0901	Visual Arts
STUB0902	Dance
STUB0903	Theater Performance
STUB0904	Music Performance
STUB0905	Art or Music Appreciation/History
STUB1000	Physical Education, Health, and Sports *
STUB1010	Physical Education
STUB1020	Health
STUB1100	Personal and Social Development *
STUB1110	Drivers Education
STUB1200	Religion/Theology *
STUB1300	All Courses Other Than Above*
STUB2001	4E+3SS+3SCI+3MATH+1/2COMP+2FL
STUB2002	4E+3SS+3SCI+3MATH+1/2COMP
STUB2003	4E+3SS+3SCI+3MATH+2FL
STUB2004	4E+3SS+3SCI+3MATH
STUB2005	4E+3SS+2SCI+2MATH

Numerical Coding Lists

STUB0100: ENGLISH *

CSSC CODE	TITLE
090100	COMMUNICATIONS, OTHER GENERAL
090111	MASS MEDIA
090121	INTERCULTURAL COMMUNICATIONS
090300	COMMUNICATIONS RESEARCH, OTHER
090400	JOURNALISM (MASS COMMUNICATIONS), OTHER
090421	JOURNALISM INVESTIGATIONS
090721	TELEVISION AND TASTE
099900	COMMUNICATIONS, OTHER
160121	ENGLISH AS A SECOND LANGUAGE 1
160122	ENGLISH AS A SECOND LANGUAGE 2
160123	ENGLISH AS A SECOND LANGUAGE 3
160124	ENGLISH AS A SECOND LANGUAGE, SKILLS LAB
160125	TRANSITIONAL ENGLISH
230100	ENGLISH, OTHER GENERAL
230101	ENGLISH 7
230102	ENGLISH 7, HONORS
230103	ENGLISH 8, BELOW GRADE LEVEL
230104	ENGLISH 8
230105	ENGLISH 8, HONORS
230106	ENGLISH 1, BELOW GRADE LEVEL
230107	ENGLISH 1
230108	ENGLISH 1, HONORS
230109	ENGLISH 2, BELOW GRADE LEVEL
230110	ENGLISH 2
230111	ENGLISH 2, HONORS
230112	ENGLISH 3, BELOW GRADE LEVEL
230113	ENGLISH 3
230114	ENGLISH 3, HONORS
230115	ENGLISH 4, BELOW GRADE LEVEL
230116	ENGLISH 4
230117	ENGLISH 4, HONORS
230118	WORLD LITERATURE
230119	RENAISSANCE LITERATURE
230120	ROMANTICISM
230121	REALISM
230122	LITERATURE, CONTEMPORARY
230123	IRISH LITERATURE
230124	RUSSIAN LITERATURE
230125	BIBLE AS LITERATURE
230126	MYTHOLOGY AND FABLE
230127	DRAMA, INTRODUCTION
230128	WORLD DRAMA
230129	PLAYS, MODERN SURVEY
230130	NOVELS
230131	SHORT STORY
230132	MYSTERIES
230133	POETRY
230134	ROCK POETRY
230135	HUMOR
230136	BIOGRAPHY
230137	NON FICTION
230138	SCIENCE FICTION

230139	THEMES IN LITERATURE
230140	LITERATURE OF HUMAN VALUES
230141	ETHNIC LITERATURE
230142	WOMEN IN LITERATURE
230143	SPORTS THROUGH LITERATURE
230144	OCCULT LITERATURE
230145	PROTEST LITERATURE
230146	YOUTH AND LITERATURE
230147	HEROES
230148	UTOPIAS
230149	DEATH
230150	NOBEL PRIZE AUTHORS
230151	SEMINAR ON AN AUTHOR
230152	ENGLISH, REAL LIFE PROBLEM SOLVING
230153	READING, INDEPENDENT STUDY
230154	RESEARCH TECHNIQUE
230155	CHILDREN'S LITERATURE & FANTASY
230161	ENGLISH SKILLS 1 FOR VISUALLY IMPAIRED
230162	ENGLISH SKILLS 2 FOR VISUALLY IMPAIRED
230163	ENGLISH SKILLS 3 FOR VISUALLY IMPAIRED
230164	ENGLISH SKILLS 4 FOR VISUALLY IMPAIRED
230200	CLASSICS, OTHER
230211	MYTHOLOGICAL LITERATURE, GREEK AND ROMAN CLASSICAL MYTHOLOGY
230300	COMPARATIVE LITERATURE, OTHER
230311	COMPARATIVE LITERATURE
230321	LATIN AMERICAN AUTHORS/LITERATURE
230400	COMPOSITION, OTHER
230401	COMPOSITION, EXPOSITORY
230402	WRITING LABORATORY
230403	WRITING ABOUT LITERATURE
230404	VOCABULARY
230405	SPELLING
230406	GRAMMAR 7
230407	GRAMMAR 8
230408	GRAMMAR 9
230409	GRAMMAR 10
230410	GRAMMAR 11
230411	GRAMMAR 12
230412	ETYMOLOGY
230413	HANDWRITING
230414	INTERPERSONAL COMMUNICATION
230415	WORD STUDY - REMEDIAL
230500	CREATIVE WRITING, OTHER
230511	CREATIVE WRITING 10
230512	CREATIVE WRITING 11
230513	CREATIVE WRITING 12
230521	CREATIVE WRITING, INDEPENDENT STUDY
230600	LINGUISTICS (INCLUDES PHONETICS, SEMANTICS, AND PHILOLOGY), OTHER
230611	LINGUISTICS
230700	LITERATURE, AMERICAN, OTHER
230711	AMERICAN LITERATURE
230721	BLACK LITERATURE
230731	AMERICAN DREAM IN LITERATURE
230741	FOLKLORE, AMERICAN
230751	INDIAN LITERATURE
230761	STATE WRITERS
230771	WESTERN LITERATURE
230781	MEXICAN AMERICAN LITERATURE
230800	LITERATURE, ENGLISH, OTHER
230811	BRITISH LITERATURE SURVEY

230821	SHAKESPEARE
230831	MODERN BRITISH WRITERS
230841	VICTORIAN LITERATURE
230851	SATIRE, MODERN BRITISH
230861	ARTHURIAN LEGEND
230871	MEDIEVAL LITERATURE
230900	RHETORIC, OTHER
231000	SPEECH, DEBATE, AND FORENSICS, OTHER
231011	PUBLIC SPEAKING
231021	SPEECH 1
231022	SPEECH 2
231023	SPEECH 3
231031	DEBATE PRACTICUM CONTRACT
231100	TECHNICAL AND BUSINESS WRITING, OTHER
231111	TECHNICAL ENGLISH
231211	READING DEVELOPMENT 1
231212	READING DEVELOPMENT 2
231213	READING DEVELOPMENT 3
231214	READING DEVELOPMENT 4
231215	SPEED READING
231216	ADVANCED READING & STUDY SKILLS
231311	FUNCTIONAL ENGLISH 1
231312	FUNCTIONAL ENGLISH 2
231313	FUNCTIONAL ENGLISH 3
231314	FUNCTIONAL ENGLISH 4
239900	LETTERS, OTHER
320109	UNUSED CODE
320110	UNUSED CODE
320111	UNUSED CODE
320113	UNUSED CODE
320115	UNUSED CODE
320118	UNUSED CODE

STUB0101: ENGLISH 9

CSSC CODE	TITLE
230106	ENGLISH 1, BELOW GRADE LEVEL
230107	ENGLISH 1
230108	ENGLISH 1, HONORS

STUB0102: ENGLISH 10

CSSC CODE	TITLE
230109	ENGLISH 2, BELOW GRADE LEVEL
230110	ENGLISH 2
230111	ENGLISH 2, HONORS

STUB0103: ENGLISH 11

CSSC CODE	TITLE
230112	ENGLISH 3, BELOW GRADE LEVEL
230113	ENGLISH 3
230114	ENGLISH 3, HONORS

STUB0104: ENGLISH 12

CSSC CODE	TITLE
230115	ENGLISH 4, BELOW GRADE LEVEL
230116	ENGLISH 4
230117	ENGLISH 4, HONORS

STUB0105: AP/HONORS 12TH GRADE ENGLISH

CSSC CODE	TITLE
230117	ENGLISH 4, HONORS

STUB0106: ANY REMEDIAL/BELOW GRADE ENG

CSSC CODE	TITLE
230101	ENGLISH 7
230103	ENGLISH 8, BELOW GRADE LEVEL
230104	ENGLISH 8
230106	ENGLISH 1, BELOW GRADE LEVEL
230109	ENGLISH 2, BELOW GRADE LEVEL
230112	ENGLISH 3, BELOW GRADE LEVEL
230115	ENGLISH 4, BELOW GRADE LEVEL
230161	ENGLISH SKILLS 1 FOR VISUALLY IMPAIRED
230162	ENGLISH SKILLS 2 FOR VISUALLY IMPAIRED
230163	ENGLISH SKILLS 3 FOR VISUALLY IMPAIRED
230164	ENGLISH SKILLS 4 FOR VISUALLY IMPAIRED
230406	GRAMMAR 7
230407	GRAMMAR 8
230415	WORD STUDY - REMEDIAL
231211	READING DEVELOPMENT 1
231212	READING DEVELOPMENT 2
231213	READING DEVELOPMENT 3
231214	READING DEVELOPMENT 4
320109	UNUSED CODE
320110	UNUSED CODE
320113	UNUSED CODE
320115	UNUSED CODE
320118	UNUSED CODE

STUB0107: ENGLISH AS A SECOND LANGUAGE

CSSC CODE	TITLE
160121	ENGLISH AS A SECOND LANGUAGE 1
160122	ENGLISH AS A SECOND LANGUAGE 2
160123	ENGLISH AS A SECOND LANGUAGE 3
160124	ENGLISH AS A SECOND LANGUAGE, SKILLS LAB
160125	TRANSITIONAL ENGLISH

STUB0200: ANY SOCIAL STUDIES

CSSC CODE	TITLE
050100	AREA STUDIES, OTHER
050101	AREA STUDIES
050102	AMERICAN STUDIES, BASIC
050103	AMERICAN STUDIES, GENERAL
050104	AMERICA'S PEOPLE AND PROBLEMS
050105	AMERICAN STUDIES, HONORS
050106	NEW ENGLAND STUDIES
050107	OLD SOUTH
050108	AMERICAN WEST
050109	SOUTHWEST UNITED STATES
050110	ANGLO AMERICA
050111	NORTH AMERICA AND CURRENT EVENTS
050112	NORTH AND SOUTH AMERICA
050113	LATIN AMERICA
050114	WORLD STUDIES 1
050115	WORLD STUDIES 2
050116	WORLD STUDIES, HONORS
050117	COMPARATIVE WORLD CULTURES
050118	EUROPEAN CULTURE STUDIES, BASIC
050119	EUROPEAN CULTURE STUDIES, GENERAL
050120	EUROPEAN CULTURE STUDIES, HONORS
050121	DEVELOPING NATIONS
050122	AFRICAN AREA STUDIES
050123	AFRICA AND SOUTH AMERICA
050124	ASIAN AND AFRICAN CULTURAL STUDIES, BASIC
050125	ASIAN AND AFRICAN CULTURAL STUDIES, GENERAL
050126	ASIAN AND AFRICAN CULTURAL STUDIES, HONORS
050127	ASIAN STUDIES
050128	HISTORY OF CHINA
050129	ASIA, AFRICA AND MIDEAST
050130	AFRICA AND MIDDLE EAST
050131	MIDDLE EASTERN STUDIES
050132	MIDDLE EAST, WAR FOR SURVIVAL
050133	U S S R
050134	SOVIET UNION AND CHINA
050135	SOVIET UNION AND AFRO AMERICAN DEVELOPING NATIONS
050136	HISTORY OF RUSSIA
050137	NEGLECTED WORLD
050138	GLOBAL EDUCATION
050139	PACIFIC RIM NATIONS
050140	CANADIAN AREA STUDIES
050200	ETHNIC STUDIES, OTHER
050211	MINORITIES IN AMERICA
050221	ETHNIC AND FAMILY HERITAGE
050231	AFRO AMERICAN STUDIES
050241	ECONOMICS OF AFRO AMERICANS
050251	INDIANS OF NORTH AMERICA
050261	JEWISH HISTORICAL SIGNIFICANCE
050271	MEXICAN AMERICAN HERITAGE
050281	HAWAIIAN
050291	HAWAIIAN CULTURE STUDIES, MODERN
059900	AREA AND ETHNIC STUDIES, OTHER
220100	LAW, OTHER
220111	LAW FUNDAMENTALS
220121	LAW AND YOU

220131	STREET LAW
300400	HUMANITIES AND SOCIAL SCIENCES, OTHER
300411	HUMANITIES
300421	HUMANITIES, EUROPEAN
300431	HUMANITIES, AMERICAN
300441	HUMANITIES, AFRICAN
300451	HUMANITIES, NEAR EAST AND FAR EAST
300500	PEACE STUDIES, OTHER
300700	WOMEN'S STUDIES, OTHER
300711	WOMEN'S STUDIES
300721	WOMEN'S STUDIES IN LITERATURE
320119	UNUSED CODE
330161	UNUSED CODE
380100	PHILOSOPHY, OTHER
380111	PHILOSOPHY
380121	ETHICS
380131	LOGIC
380141	EPISTEMICS
380151	SOCIAL JUSTICE ISSUES
420100	PSYCHOLOGY, OTHER GENERAL
420111	PSYCHOLOGY
420112	PSYCHOLOGY, ADVANCED
420113	ABNORMAL PSYCHOLOGY
420200	CLINICAL PSYCHOLOGY, OTHER
420300	COGNITIVE PSYCHOLOGY, OTHER
420311	PSYCHOLOGY OF LEARNING
420321	EDUCATIONAL PSYCHOLOGY
420400	COMMUNITY PSYCHOLOGY, OTHER
420500	COMPARATIVE PSYCHOLOGY, OTHER
420600	COUNSELING PSYCHOLOGY, OTHER
420700	DEVELOPMENTAL PSYCHOLOGY, OTHER
420711	CHILD PSYCHOLOGY
420721	ADOLESCENT PSYCHOLOGY
420731	ADJUSTMENT PSYCHOLOGY
420800	EXPERIMENTAL PSYCHOLOGY, OTHER
420900	INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY, OTHER
421000	PERSONALITY PSYCHOLOGY, OTHER
421011	HISTORICAL PERSONALITIES AND IDEAS
421021	HUMANISTIC PSYCHOLOGY
421100	PHYSIOLOGICAL PSYCHOLOGY, OTHER
421200	PSYCHOLINGUISTICS, OTHER
421300	PSYCHOMETRICS, OTHER
421400	PSYCHOPHARMACOLOGY, OTHER
421411	PSYCHOPHARMACOLOGY
421500	QUANTITATIVE PSYCHOLOGY, OTHER
421600	SOCIAL PSYCHOLOGY, OTHER
421611	SOCIAL PSYCHOLOGY
429900	PSYCHOLOGY, OTHER
440100	PUBLIC AFFAIRS, OTHER GENERAL
440200	COMMUNITY SERVICES, OTHER
440300	INTERNATIONAL PUBLIC SERVICE, OTHER
440400	PUBLIC ADMINISTRATION, OTHER
440500	PUBLIC POLICY STUDIES, OTHER
440600	PUBLIC WORKS, OTHER
440700	SOCIAL WORK, OTHER
440711	HUMAN SERVICES
449900	PUBLIC AFFAIRS, OTHER
450100	SOCIAL SCIENCES, OTHER GENERAL
450111	SOCIAL SCIENCE, INTRODUCTION
450121	SOCIAL SCIENCE, ADVANCED THEORY AND RESEARCH

450131	SOCIAL SCIENCE SEMINAR
450141	SOCIAL STUDIES, INDEPENDENT STUDY
450200	ANTHROPOLOGY, OTHER
450211	ANTHROPOLOGY
450221	COMPARATIVE CULTURAL PATTERNS
450231	ANTHROPOLOGY, MYTH AND MAGIC
450241	CULTURAL ANTHROPOLOGY, RESEARCH
450300	ARCHAEOLOGY, OTHER
450311	ARCHAEOLOGY
450400	CRIMINOLOGY, OTHER
450500	DEMOGRAPHY, OTHER
450511	POPULATION EDUCATION
450600	ECONOMICS, OTHER
450601	ECONOMICS, THEORY
450602	ECONOMICS AND ECONOMIC PROBLEMS
450603	CONSUMER ECONOMICS
450606	INVESTMENT ECONOMICS
450607	TELEVISION AND ECONOMICS
450608	ENERGY EDUCATION
450609	AMERICAN LABOR HISTORY
450610	ECONOMICS, ANALYSIS AND CRITICISM
450611	ECONOMICS, COLLEGE
450612	INTERNATIONAL ECONOMICS
450700	GEOGRAPHY, OTHER
450701	GEOGRAPHY 8
450702	GEOGRAPHY, UNITED STATES
450703	GEOGRAPHY, NORTH AMERICAN
450704	WORLD GEOGRAPHY
450705	GEOGRAPHY, WESTERN HEMISPHERE AND AFRICA
450706	GEOGRAPHY, EASTERN HEMISPHERE
450707	PHYSICAL GEOGRAPHY
450708	ECONOMIC AND POLITICAL GEOGRAPHY
450709	HUMAN AND CULTURAL GEOGRAPHY
450710	FIELD GEOGRAPHY, HONORS
450800	HISTORY, OTHER
450801	HISTORY AND GEOGRAPHY 7
450802	OUR CULTURAL HERITAGE 7
450803	SOCIAL STUDIES 7, HONORS
450804	UNITED STATES HISTORY 8
450805	SOCIAL STUDIES 8
450806	SOCIAL STUDIES 8, HONORS
450807	UNITED STATES HISTORY, STATE AND LOCAL
450808	UNITED STATES HISTORY, ADVANCED PLACEMENT
450809	AMERICAN HISTORY, BASIC
450810	AMERICAN HISTORY
450811	UNITED STATES HISTORY 1
450812	UNITED STATES HISTORY 2
450813	UNITED STATES HISTORY, HONORS
450814	AMERICAN HISTORY, ADVANCED PLACEMENT
450815	WESTWARD MOVEMENT
450816	TWENTIETH CENTURY AMERICA
450817	TWENTIES AND THIRTIES
450818	AMERICA SINCE 1945
450819	NINETEEN SIXTIES
450820	NINETEEN SEVENTIES
450821	REFORM IN AMERICAN HISTORY
450822	AMERICAN INQUIRIES
450823	HISTORIC EVENTS, UNITED STATES
450824	AMERICAN WARS, CAUSES AND EFFECTS
450825	CIVIL WAR

450826	CIVIL WAR, RECONSTRUCTION AND INDUSTRIALISM
450827	WAR AND MODERN CONSCIOUSNESS
450828	WORLD WAR II
450829	UNITED STATES MILITARY HISTORY 1
450830	UNITED STATES MILITARY HISTORY 2
450831	UNITED STATES HISTORY, FIELD STUDY
450832	NORTH AMERICAN HISTORY
450833	MEXICAN HISTORY
450834	SOUTH AMERICAN HISTORY
450835	WORLD HISTORY
450836	WORLD HISTORY, COLLEGE
450837	WORLD HISTORY, MODERN
450838	WORLD CIVILIZATION, TWENTIETH CENTURY
450839	WORLD CIVILIZATION, TWENTIETH CENTURY, HONORS
450840	WESTERN CIVILIZATION 9
450841	WESTERN CIVILIZATION 9, HONORS
450842	WESTERN CIVILIZATION, HISTORY
450843	EARLY WESTERN CIVILIZATION
450844	WESTERN CIVILIZATION, ADVANCED PLACEMENT
450845	ANCIENT AND CLASSICAL WORLD
450846	ANCIENT GREEK HISTORY
450847	ROME AND HER EMPIRE
450848	ANCIENT HISTORY AND MIDDLE AGES
450849	ENGLISH HISTORY
450850	ENGLISH HISTORY, HONORS
450851	FRENCH REVOLUTION, HONORS
450852	MODERN EUROPE
450853	EUROPEAN HISTORY, MID-NINETEENTH THROUGH MID-TWENTIETH CENTURIES, ADVANCED PLACEMENT
450854	EUROPEAN HISTORY, TWENTIETH CENTURY
450855	EUROPEAN HISTORY, ADVANCED READINGS
450856	EUROPEAN HISTORY, MODERN, ADVANCED PLACEMENT
450857	THIRD WORLD HISTORY
450858	AFRICAN HISTORY
450859	AFRICA, MIDDLE EAST AND LATIN AMERICA
450860	LATIN AMERICAN HISTORY
450861	MIDDLE EAST HISTORY
450862	ISRAEL, HISTORY
450863	EASTERN CIVILIZATION
450864	FAR EAST, HISTORY
450865	ASIAN HISTORY, MODERN
450866	PACIFIC LANDS, HISTORY
450867	RUSSIAN HISTORY
450868	WORLD LEADERS, PAST AND PRESENT
450869	HISTORICAL RESEARCH
450900	INTERNATIONAL RELATIONS, OTHER
450911	INTERNATIONAL RELATIONS
450921	INTERNATIONAL RELATIONS, HONORS
450931	INTERNATIONAL LAW
450941	MODEL SECURITY COUNCIL, LOCAL
450951	MODEL UNITED NATIONS, LOCAL
450952	MODEL UNITED NATIONS, NATIONAL
451000	POLITICAL SCIENCE AND GOVERNMENT, OTHER
451001	CIVICS
451002	STATE AND LOCAL GOVERNMENT
451003	GOVERNMENT, BASIC
451004	AMERICAN GOVERNMENT
451005	PRESIDENCY
451006	FRAMEWORK OF THE CONSTITUTION
451007	INDIVIDUAL VS. STATE

451008	NATIONAL STATE AND LOCAL ELECTIONS
451009	ELECTIONS, POLITICS AND MORALITY, HONORS
451010	CONTEMPORARY WORLD AFFAIRS
451011	AMERICAN FOREIGN POLICY
451012	DECISION MAKING IN A CRISIS
451013	AMERICAN HERITAGE, HONORS
451014	CONTEMPORARY AMERICAN POLITICAL ISSUES
451015	CONTEMPORARY AMERICAN POLITICAL ISSUES, HONORS
451016	AMERICAN GOVERNMENT AND ECONOMICS, BASIC
451017	AMERICAN GOVERNMENT AND ECONOMICS
451018	AMERICAN GOVERNMENT AND ECONOMICS, HONORS
451019	COMPARATIVE POLITICAL SYSTEMS, BASIC
451020	COMPARATIVE WORLD GOVERNMENTS
451021	AMERICANISM VS. COMMUNISM
451022	AMERICANISM VS. COMMUNISM, HONORS
451023	COMMUNISM AND ITS GROWTH
451024	CIVICS, HONORS
451025	WRITINGS INFLUENCING GOVERNMENT
451026	GOVERNMENT INTERNSHIP
451027	MODEL SENATE
451028	POLITICAL LEADERSHIP
451029	POLITICAL SCIENCE
451030	POLITICAL SCIENCE, ADVANCED PLACEMENT
451031	POLITICAL SCIENCE AND GOVERNMENT - LOCAL/REGIONAL GOVERNMENT FIELD STUDY
451032	POLITICAL TURMOIL
451033	CONTEMPORARY ISSUES, BASIC SKILLS
451100	SOCIOLOGY, OTHER
451111	AMERICAN SOCIAL PROBLEMS, INTRODUCTION
451121	SOCIOLOGY, GENERAL
451131	SOCIOLOGY, ISSUES
451132	THE POOR IN AMERICA
451141	MOBILITY IN SOCIETY
451151	VIOLENCE IN AMERICA
451161	DEATH AND DYING
451171	SOCIOLOGY, HONORS
451181	SOCIOLOGY, RESEARCH
451200	URBAN STUDIES, OTHER
451211	URBAN PROBLEMS
451221	URBAN ECOLOGY
451231	TECHNOLOGY AND URBANIZATION
459900	SOCIAL SCIENCES, OTHER

STUB0210: HISTORY *

CSSC CODE	TITLE
050100	AREA STUDIES, OTHER
050101	AREA STUDIES
050102	AMERICAN STUDIES, BASIC
050103	AMERICAN STUDIES, GENERAL
050104	AMERICA'S PEOPLE AND PROBLEMS
050105	AMERICAN STUDIES, HONORS
050106	NEW ENGLAND STUDIES
050107	OLD SOUTH
050108	AMERICAN WEST
050109	SOUTHWEST UNITED STATES
050110	ANGLO AMERICA
050111	NORTH AMERICA AND CURRENT EVENTS
050112	NORTH AND SOUTH AMERICA
050113	LATIN AMERICA
050114	WORLD STUDIES 1
050115	WORLD STUDIES 2
050116	WORLD STUDIES, HONORS
050117	COMPARATIVE WORLD CULTURES
050118	EUROPEAN CULTURE STUDIES, BASIC
050119	EUROPEAN CULTURE STUDIES, GENERAL
050120	EUROPEAN CULTURE STUDIES, HONORS
050121	DEVELOPING NATIONS
050122	AFRICAN AREA STUDIES
050123	AFRICA AND SOUTH AMERICA
050124	ASIAN AND AFRICAN CULTURAL STUDIES, BASIC
050125	ASIAN AND AFRICAN CULTURAL STUDIES, GENERAL
050126	ASIAN AND AFRICAN CULTURAL STUDIES, HONORS
050127	ASIAN STUDIES
050128	HISTORY OF CHINA
050129	ASIA, AFRICA AND MIDEAST
050130	AFRICA AND MIDDLE EAST
050131	MIDDLE EASTERN STUDIES
050132	MIDDLE EAST, WAR FOR SURVIVAL
050133	USSR
050134	SOVIET UNION AND CHINA
050135	SOVIET UNION AND AFRO AMERICAN DEVELOPING NATIONS
050136	HISTORY OF RUSSIA
050137	NEGLECTED WORLD
050138	GLOBAL EDUCATION
050139	PACIFIC RIM NATIONS
050140	CANADIAN AREA STUDIES
050200	ETHNIC STUDIES, OTHER
050211	MINORITIES IN AMERICA
050221	ETHNIC AND FAMILY HERITAGE
050231	AFRO AMERICAN STUDIES
050241	ECONOMICS OF AFRO AMERICANS
050251	INDIANS OF NORTH AMERICA
050261	JEWISH HISTORICAL SIGNIFICANCE
050271	MEXICAN AMERICAN HERITAGE
050281	HAWAIIAN
050291	HAWAIIAN CULTURE STUDIES, MODERN
059900	AREA AND ETHNIC STUDIES, OTHER
330161	UNUSED CODE
450801	HISTORY AND GEOGRAPHY 7
450802	OUR CULTURAL HERITAGE 7

450803	SOCIAL STUDIES 7, HONORS
450804	UNITED STATES HISTORY 8
450805	SOCIAL STUDIES 8
450806	SOCIAL STUDIES 8, HONORS
450807	UNITED STATES HISTORY, STATE AND LOCAL
450808	UNITED STATES HISTORY, ADVANCED PLACEMENT
450809	AMERICAN HISTORY, BASIC
450810	AMERICAN HISTORY
450811	UNITED STATES HISTORY 1
450812	UNITED STATES HISTORY 2
450813	UNITED STATES HISTORY, HONORS
450814	AMERICAN HISTORY, ADVANCED PLACEMENT
450815	WESTWARD MOVEMENT
450816	TWENTIETH CENTURY AMERICA
450817	TWENTIES AND THIRTIES
450818	AMERICA SINCE 1945
450819	NINETEEN SIXTIES
450820	NINETEEN SEVENTIES
450821	REFORM IN AMERICAN HISTORY
450822	AMERICAN INQUIRIES
450823	HISTORIC EVENTS, UNITED STATES
450824	AMERICAN WARS, CAUSES AND EFFECTS
450825	CIVIL WAR
450826	CIVIL WAR, RECONSTRUCTION AND INDUSTRIALISM
450827	WAR AND MODERN CONSCIOUSNESS
450828	WORLD WAR II
450829	UNITED STATES MILITARY HISTORY 1
450830	UNITED STATES MILITARY HISTORY 2
450831	UNITED STATES HISTORY, FIELD STUDY
450832	NORTH AMERICAN HISTORY
450833	MEXICAN HISTORY
450834	SOUTH AMERICAN HISTORY
450835	WORLD HISTORY
450836	WORLD HISTORY, COLLEGE
450837	WORLD HISTORY, MODERN
450838	WORLD CIVILIZATION, TWENTIETH CENTURY
450839	WORLD CIVILIZATION, TWENTIETH CENTURY, HONORS
450840	WESTERN CIVILIZATION 9
450841	WESTERN CIVILIZATION 9, HONORS
450842	WESTERN CIVILIZATION, HISTORY
450843	EARLY WESTERN CIVILIZATION
450844	WESTERN CIVILIZATION, ADVANCED PLACEMENT
450845	ANCIENT AND CLASSICAL WORLD
450846	ANCIENT GREEK HISTORY
450847	ROME AND HER EMPIRE
450848	ANCIENT HISTORY AND MIDDLE AGES
450849	ENGLISH HISTORY
450850	ENGLISH HISTORY, HONORS
450851	FRENCH REVOLUTION, HONORS
450852	MODERN EUROPE
450853	EUROPEAN HISTORY, MID-NINETEENTH THROUGH MID-TWENTIETH CENTURIES, ADVANCED PLACEMENT
450854	EUROPEAN HISTORY, TWENTIETH CENTURY
450855	EUROPEAN HISTORY, ADVANCED READINGS
450856	EUROPEAN HISTORY, MODERN, ADVANCED PLACEMENT
450857	THIRD WORLD HISTORY
450858	AFRICAN HISTORY
450859	AFRICA, MIDDLE EAST AND LATIN AMERICA
450860	LATIN AMERICAN HISTORY
450861	MIDDLE EAST HISTORY

450862	ISRAEL, HISTORY
450863	EASTERN CIVILIZATION
450864	FAR EAST, HISTORY
450865	ASIAN HISTORY, MODERN
450866	PACIFIC LANDS, HISTORY
450867	RUSSIAN HISTORY
450868	WORLD LEADERS, PAST AND PRESENT
450869	HISTORICAL RESEARCH

STUB0211: U. S. HISTORY

CSSC CODE	TITLE
330161	UNUSED CODE
450801	HISTORY AND GEOGRAPHY 7
450802	OUR CULTURAL HERITAGE 7
450803	SOCIAL STUDIES 7, HONORS
450804	UNITED STATES HISTORY 8
450805	SOCIAL STUDIES 8
450806	SOCIAL STUDIES 8, HONORS
450809	AMERICAN HISTORY, BASIC
450810	AMERICAN HISTORY
450811	UNITED STATES HISTORY 1
450812	UNITED STATES HISTORY 2
450813	UNITED STATES HISTORY, HONORS
450814	AMERICAN HISTORY, ADVANCED PLACEMENT
450815	WESTWARD MOVEMENT
450816	TWENTIETH CENTURY AMERICA
450821	REFORM IN AMERICAN HISTORY
450822	AMERICAN INQUIRIES
450824	AMERICAN WARS, CAUSES AND EFFECTS
450825	CIVIL WAR
450826	CIVIL WAR, RECONSTRUCTION AND INDUSTRIALISM
450831	UNITED STATES HISTORY, FIELD STUDY
450832	NORTH AMERICAN HISTORY

STUB0212: AP/HONORS AMERICAN HISTORY

CSSC CODE	TITLE
450814	AMERICAN HISTORY, ADVANCED PLACEMENT

STUB0213: WORLD HISTORY

CSSC CODE	TITLE
050114	WORLD STUDIES 1
050115	WORLD STUDIES 2
050116	WORLD STUDIES, HONORS
050117	COMPARATIVE WORLD CULTURES
450835	WORLD HISTORY
450836	WORLD HISTORY, COLLEGE
450837	WORLD HISTORY, MODERN
450838	WORLD CIVILIZATION, TWENTIETH CENTURY
450839	WORLD CIVILIZATION, TWENTIETH CENTURY, HONORS
450844	WESTERN CIVILIZATION, ADVANCED PLACEMENT

STUB0214: AP/HONORS WORLD HISTORY

CSSC CODE	TITLE
450844	WESTERN CIVILIZATION, ADVANCED PLACEMENT

STUB0215: NON-WESTERN HISTORY

CSSC CODE	TITLE
050113	LATIN AMERICA
050121	DEVELOPING NATIONS
050122	AFRICAN AREA STUDIES
050123	AFRICA AND SOUTH AMERICA
050124	ASIAN AND AFRICAN CULTURAL STUDIES, BASIC
050125	ASIAN AND AFRICAN CULTURAL STUDIES, GENERAL
050126	ASIAN AND AFRICAN CULTURAL STUDIES, HONORS
050127	ASIAN STUDIES
050128	HISTORY OF CHINA
050129	ASIA, AFRICA AND MIDEAST
050130	AFRICA AND MIDDLE EAST
050131	MIDDLE EASTERN STUDIES
050132	MIDDLE EAST, WAR FOR SURVIVAL
050137	NEGLECTED WORLD
050138	GLOBAL EDUCATION
050139	PACIFIC RIM NATIONS
450833	MEXICAN HISTORY
450834	SOUTH AMERICAN HISTORY
450857	THIRD WORLD HISTORY
450858	AFRICAN HISTORY
450859	AFRICA, MIDDLE EAST AND LATIN AMERICA
450860	LATIN AMERICAN HISTORY
450861	MIDDLE EAST HISTORY
450862	ISRAEL, HISTORY
450863	EASTERN CIVILIZATION
450864	FAR EAST, HISTORY
450865	ASIAN HISTORY, MODERN
450866	PACIFIC LANDS, HISTORY

STUB0216: WESTERN HISTORY/CIVILIZATION

CSSC CODE	TITLE
050118	EUROPEAN CULTURE STUDIES, BASIC
050119	EUROPEAN CULTURE STUDIES, GENERAL
050120	EUROPEAN CULTURE STUDIES, HONORS
450840	WESTERN CIVILIZATION 9
450841	WESTERN CIVILIZATION 9, HONORS
450842	WESTERN CIVILIZATION, HISTORY
450843	EARLY WESTERN CIVILIZATION
450853	EUROPEAN HISTORY, MID-NINETEENTH THROUGH MID-TWENTIETH CENTURIES, ADVANCED PLACEMENT
450856	EUROPEAN HISTORY, MODERN, ADVANCED PLACEMENT

STUB0217: REMEDIAL/BELOW GRADE HIST

CSSC CODE	TITLE
330161	UNUSED CODE
450801	HISTORY AND GEOGRAPHY 7
450802	OUR CULTURAL HERITAGE 7
450804	UNITED STATES HISTORY 8
450805	SOCIAL STUDIES 8
450809	AMERICAN HISTORY, BASIC

STUB0220: SOCIAL STUDIES OTHER THAN HIST *

CSSC CODE	TITLE
220100	LAW, OTHER
220111	LAW FUNDAMENTALS
220121	LAW AND YOU
220131	STREET LAW
300400	HUMANITIES AND SOCIAL SCIENCES, OTHER
300411	HUMANITIES
300421	HUMANITIES, EUROPEAN
300431	HUMANITIES, AMERICAN
300441	HUMANITIES, AFRICAN
300451	HUMANITIES, NEAR EAST AND FAR EAST
300500	PEACE STUDIES, OTHER
300700	WOMEN'S STUDIES, OTHER
300711	WOMEN'S STUDIES
300721	WOMEN'S STUDIES IN LITERATURE
320119	UNUSED CODE
330161	UNUSED CODE
380100	PHILOSOPHY, OTHER
380111	PHILOSOPHY
380121	ETHICS
380131	LOGIC
380141	EPISTEMICS
380151	SOCIAL JUSTICE ISSUES
420100	PSYCHOLOGY, OTHER GENERAL
420111	PSYCHOLOGY
420112	PSYCHOLOGY, ADVANCED
420113	ABNORMAL PSYCHOLOGY
420200	CLINICAL PSYCHOLOGY, OTHER
420300	COGNITIVE PSYCHOLOGY, OTHER
420311	PSYCHOLOGY OF LEARNING
420321	EDUCATIONAL PSYCHOLOGY
420400	COMMUNITY PSYCHOLOGY, OTHER
420500	COMPARATIVE PSYCHOLOGY, OTHER
420600	COUNSELING PSYCHOLOGY, OTHER
420700	DEVELOPMENTAL PSYCHOLOGY, OTHER
420711	CHILD PSYCHOLOGY
420721	ADOLESCENT PSYCHOLOGY
420731	ADJUSTMENT PSYCHOLOGY
420800	EXPERIMENTAL PSYCHOLOGY, OTHER
420900	INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY, OTHER
421000	PERSONALITY PSYCHOLOGY, OTHER
421011	HISTORICAL PERSONALITIES AND IDEAS
421021	HUMANISTIC PSYCHOLOGY
421100	PHYSIOLOGICAL PSYCHOLOGY, OTHER
421200	PSYCHOLINGUISTICS, OTHER
421300	PSYCHOMETRICS, OTHER
421400	PSYCHOPHARMACOLOGY, OTHER
421411	PSYCHOPHARMACOLOGY
421500	QUANTITATIVE PSYCHOLOGY, OTHER
421600	SOCIAL PSYCHOLOGY, OTHER
421611	SOCIAL PSYCHOLOGY
429900	PSYCHOLOGY, OTHER
440100	PUBLIC AFFAIRS, OTHER GENERAL
440200	COMMUNITY SERVICES, OTHER
440300	INTERNATIONAL PUBLIC SERVICE, OTHER
440400	PUBLIC ADMINISTRATION, OTHER

440500	PUBLIC POLICY STUDIES, OTHER
440600	PUBLIC WORKS, OTHER
440700	SOCIAL WORK, OTHER
440711	HUMAN SERVICES
449900	PUBLIC AFFAIRS, OTHER
450100	SOCIAL SCIENCES, OTHER GENERAL
450111	SOCIAL SCIENCE, INTRODUCTION
450121	SOCIAL SCIENCE, ADVANCED THEORY AND RESEARCH
450131	SOCIAL SCIENCE SEMINAR
450141	SOCIAL STUDIES, INDEPENDENT STUDY
450200	ANTHROPOLOGY, OTHER
450211	ANTHROPOLOGY
450221	COMPARATIVE CULTURAL PATTERNS
450231	ANTHROPOLOGY, MYTH AND MAGIC
450241	CULTURAL ANTHROPOLOGY, RESEARCH
450300	ARCHAEOLOGY, OTHER
450311	ARCHAEOLOGY
450400	CRIMINOLOGY, OTHER
450500	DEMOGRAPHY, OTHER
450511	POPULATION EDUCATION
450600	ECONOMICS, OTHER
450601	ECONOMICS, THEORY
450602	ECONOMICS AND ECONOMIC PROBLEMS
450603	CONSUMER ECONOMICS
450606	INVESTMENT ECONOMICS
450607	TELEVISION AND ECONOMICS
450608	ENERGY EDUCATION
450609	AMERICAN LABOR HISTORY
450610	ECONOMICS, ANALYSIS AND CRITICISM
450611	ECONOMICS, COLLEGE
450612	INTERNATIONAL ECONOMICS
450700	GEOGRAPHY, OTHER
450701	GEOGRAPHY 8
450702	GEOGRAPHY, UNITED STATES
450703	GEOGRAPHY, NORTH AMERICAN
450704	WORLD GEOGRAPHY
450705	GEOGRAPHY, WESTERN HEMISPHERE AND AFRICA
450706	GEOGRAPHY, EASTERN HEMISPHERE
450707	PHYSICAL GEOGRAPHY
450708	ECONOMIC AND POLITICAL GEOGRAPHY
450709	HUMAN AND CULTURAL GEOGRAPHY
450710	FIELD GEOGRAPHY, HONORS
450800	HISTORY, OTHER
450900	INTERNATIONAL RELATIONS, OTHER
450911	INTERNATIONAL RELATIONS
450921	INTERNATIONAL RELATIONS, HONORS
450931	INTERNATIONAL LAW
450941	MODEL SECURITY COUNCIL, LOCAL
450951	MODEL UNITED NATIONS, LOCAL
450952	MODEL UNITED NATIONS, NATIONAL
451000	POLITICAL SCIENCE AND GOVERNMENT, OTHER
451001	CIVICS
451002	STATE AND LOCAL GOVERNMENT
451003	GOVERNMENT, BASIC
451004	AMERICAN GOVERNMENT
451005	PRESIDENCY
451006	FRAMEWORK OF THE CONSTITUTION
451007	INDIVIDUAL VS. STATE
451008	NATIONAL STATE AND LOCAL ELECTIONS
451009	ELECTIONS, POLITICS AND MORALITY, HONORS

451010	CONTEMPORARY WORLD AFFAIRS
451011	AMERICAN FOREIGN POLICY
451012	DECISION MAKING IN A CRISIS
451013	AMERICAN HERITAGE, HONORS
451014	CONTEMPORARY AMERICAN POLITICAL ISSUES
451015	CONTEMPORARY AMERICAN POLITICAL ISSUES, HONORS
451016	AMERICAN GOVERNMENT AND ECONOMICS, BASIC
451017	AMERICAN GOVERNMENT AND ECONOMICS
451018	AMERICAN GOVERNMENT AND ECONOMICS, HONORS
451019	COMPARATIVE POLITICAL SYSTEMS, BASIC
451020	COMPARATIVE WORLD GOVERNMENTS
451021	AMERICANISM VS. COMMUNISM
451022	AMERICANISM VS. COMMUNISM, HONORS
451023	COMMUNISM AND ITS GROWTH
451024	CIVICS, HONORS
451025	WRITINGS INFLUENCING GOVERNMENT
451026	GOVERNMENT INTERNSHIP
451027	MODEL SENATE
451028	POLITICAL LEADERSHIP
451029	POLITICAL SCIENCE
451030	POLITICAL SCIENCE, ADVANCED PLACEMENT
451031	POLITICAL SCIENCE AND GOVERNMENT - LOCAL/REGIONAL GOVERNMENT FIELD STUDY
451032	POLITICAL TURMOIL
451033	CONTEMPORARY ISSUES, BASIC SKILLS
451100	SOCIOLOGY, OTHER
451111	AMERICAN SOCIAL PROBLEMS, INTRODUCTION
451121	SOCIOLOGY, GENERAL
451131	SOCIOLOGY, ISSUES
451132	THE POOR IN AMERICA
451141	MOBILITY IN SOCIETY
451151	VIOLENCE IN AMERICA
451161	DEATH AND DYING
451171	SOCIOLOGY, HONORS
451181	SOCIOLOGY, RESEARCH
451200	URBAN STUDIES, OTHER
451211	URBAN PROBLEMS
451221	URBAN ECOLOGY
451231	TECHNOLOGY AND URBANIZATION
459900	SOCIAL SCIENCES, OTHER

STUB0221: CIVICS/AMERICAN POLITICS

CSSC CODE	TITLE
451000	POLITICAL SCIENCE AND GOVERNMENT, OTHER
451001	CIVICS
451002	STATE AND LOCAL GOVERNMENT
451003	GOVERNMENT, BASIC
451004	AMERICAN GOVERNMENT
451005	PRESIDENCY
451006	FRAMEWORK OF THE CONSTITUTION
451007	INDIVIDUAL VS. STATE
451008	NATIONAL STATE AND LOCAL ELECTIONS
451009	ELECTIONS, POLITICS AND MORALITY, HONORS
451012	DECISION MAKING IN A CRISIS
451013	AMERICAN HERITAGE, HONORS
451014	CONTEMPORARY AMERICAN POLITICAL ISSUES
451015	CONTEMPORARY AMERICAN POLITICAL ISSUES, HONORS
451016	AMERICAN GOVERNMENT AND ECONOMICS, BASIC
451017	AMERICAN GOVERNMENT AND ECONOMICS
451018	AMERICAN GOVERNMENT AND ECONOMICS, HONORS
451024	CIVICS, HONORS
451025	WRITINGS INFLUENCING GOVERNMENT
451029	POLITICAL SCIENCE
451030	POLITICAL SCIENCE, ADVANCED PLACEMENT
451031	POLITICAL SCIENCE AND GOVERNMENT - LOCAL/REGIONAL GOVERNMENT FIELD STUDY
451032	POLITICAL TURMOIL

STUB0222: INTERNATIONAL POLITICS

CSSC CODE	TITLE
450900	INTERNATIONAL RELATIONS, OTHER
450911	INTERNATIONAL RELATIONS
450921	INTERNATIONAL RELATIONS, HONORS
450931	INTERNATIONAL LAW
451010	CONTEMPORARY WORLD AFFAIRS
451011	AMERICAN FOREIGN POLICY
451019	COMPARATIVE POLITICAL SYSTEMS, BASIC
451020	COMPARATIVE WORLD GOVERNMENTS
451021	AMERICANISM VS. COMMUNISM
451022	AMERICANISM VS. COMMUNISM, HONORS
451023	COMMUNISM AND ITS GROWTH
451030	POLITICAL SCIENCE, ADVANCED PLACEMENT

STUB0223: ECONOMICS

CSSC CODE	TITLE
450600	ECONOMICS, OTHER
450601	ECONOMICS, THEORY
450602	ECONOMICS AND ECONOMIC PROBLEMS
450603	CONSUMER ECONOMICS
450606	INVESTMENT ECONOMICS
450607	TELEVISION AND ECONOMICS
450608	ENERGY EDUCATION
450609	AMERICAN LABOR HISTORY
450610	ECONOMICS, ANALYSIS AND CRITICISM
450611	ECONOMICS, COLLEGE
450612	INTERNATIONAL ECONOMICS

STUB0224: GEOGRAPHY

CSSC CODE	TITLE
450700	GEOGRAPHY, OTHER
450701	GEOGRAPHY 8
450702	GEOGRAPHY, UNITED STATES
450703	GEOGRAPHY, NORTH AMERICAN
450704	WORLD GEOGRAPHY
450705	GEOGRAPHY, WESTERN HEMISPHERE AND AFRICA
450706	GEOGRAPHY, EASTERN HEMISPHERE
450707	PHYSICAL GEOGRAPHY
450708	ECONOMIC AND POLITICAL GEOGRAPHY
450709	HUMAN AND CULTURAL GEOGRAPHY
450710	FIELD GEOGRAPHY, HONORS

STUB0225: SOCIOLOGY/PSYCHOLOGY

CSSC CODE	TITLE
420100	PSYCHOLOGY, OTHER GENERAL
420111	PSYCHOLOGY
420112	PSYCHOLOGY, ADVANCED
420113	ABNORMAL PSYCHOLOGY
420200	CLINICAL PSYCHOLOGY, OTHER
420300	COGNITIVE PSYCHOLOGY, OTHER
420311	PSYCHOLOGY OF LEARNING
420321	EDUCATIONAL PSYCHOLOGY
420400	COMMUNITY PSYCHOLOGY, OTHER
420500	COMPARATIVE PSYCHOLOGY, OTHER
420600	COUNSELING PSYCHOLOGY, OTHER
420700	DEVELOPMENTAL PSYCHOLOGY, OTHER
420711	CHILD PSYCHOLOGY
420721	ADOLESCENT PSYCHOLOGY
420731	ADJUSTMENT PSYCHOLOGY
420800	EXPERIMENTAL PSYCHOLOGY, OTHER
420900	INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY, OTHER
421000	PERSONALITY PSYCHOLOGY, OTHER
421011	HISTORICAL PERSONALITIES AND IDEAS
421021	HUMANISTIC PSYCHOLOGY
421100	PHYSIOLOGICAL PSYCHOLOGY, OTHER
421200	PSYCHOLINGUISTICS, OTHER
421300	PSYCHOMETRICS, OTHER
421400	PSYCHOPHARMACOLOGY, OTHER
421411	PSYCHOPHARMACOLOGY
421500	QUANTITATIVE PSYCHOLOGY, OTHER
421600	SOCIAL PSYCHOLOGY, OTHER
421611	SOCIAL PSYCHOLOGY
429900	PSYCHOLOGY, OTHER
451100	SOCIOLOGY, OTHER
451111	AMERICAN SOCIAL PROBLEMS, INTRODUCTION
451121	SOCIOLOGY, GENERAL
451131	SOCIOLOGY, ISSUES
451132	THE POOR IN AMERICA
451141	MOBILITY IN SOCIETY
451151	VIOLENCE IN AMERICA
451161	DEATH AND DYING
451171	SOCIOLOGY, HONORS
451181	SOCIOLOGY, RESEARCH

STUB0300: MATHEMATICS *

CSSC CODE	TITLE
270100	MATHEMATICS, OTHER GENERAL
270101	MATHEMATICS 7
270102	MATHEMATICS 7, ACCELERATED
270103	MATHEMATICS 8
270104	MATHEMATICS 8, ACCELERATED
270105	UNUSED CODE
270106	MATHEMATICS 1, GENERAL
270107	MATHEMATICS 2, GENERAL
270108	SCIENCE MATHEMATICS
270109	MATHEMATICS IN THE ARTS
270110	MATHEMATICS, VOCATIONAL
270111	TECHNICAL MATHEMATICS
270112	MATHEMATICS REVIEW
270114	CONSUMER MATHEMATICS
270200	ACTUARIAL SCIENCES, OTHER
270300	APPLIED MATHEMATICS, OTHER
270400	PURE MATHEMATICS, OTHER
270401	PRE-ALGEBRA
270402	ALGEBRA 1, PART 1
270403	ALGEBRA 1, PART 2
270404	ALGEBRA 1
270405	ALGEBRA 2
270406	GEOMETRY, PLANE
270407	GEOMETRY, SOLID
270408	GEOMETRY
270409	GEOMETRY, INFORMAL
270410	ALGEBRA 3
270411	TRIGONOMETRY
270412	ANALYTIC GEOMETRY
270413	TRIGONOMETRY AND SOLID GEOMETRY
270414	ALGEBRA AND TRIGONOMETRY
270415	ALGEBRA AND ANALYTIC GEOMETRY
270416	ANALYSIS, INTRODUCTORY
270417	LINEAR ALGEBRA
270418	CALCULUS AND ANALYTIC GEOMETRY
270419	CALCULUS
270420	CALCULUS, ADVANCED PLACEMENT
270421	MATHEMATICS 1, UNIFIED
270422	MATHEMATICS 2, UNIFIED
270423	MATHEMATICS 3, UNIFIED
270424	MATHEMATICS, INDEPENDENT STUDY
270500	STATISTICS, OTHER
270511	STATISTICS
270521	PROBABILITY
270531	PROBABILITY AND STATISTICS
270601	BASIC MATH 1
270602	BASIC MATH 2
270603	BASIC MATH 3
270604	BASIC MATH 4
279900	MATHEMATICS, OTHER
320108	UNUSED CODE

STUB0301: ALGEBRA I

CSSC CODE	TITLE
270401	PRE-ALGEBRA
270402	ALGEBRA 1, PART 1
270403	ALGEBRA 1, PART 2
270404	ALGEBRA 1
270421	MATHEMATICS 1, UNIFIED

STUB0302: ALGEBRA II

CSSC CODE	TITLE
270405	ALGEBRA 2
270410	ALGEBRA 3
270417	LINEAR ALGEBRA

STUB0303: GEOMETRY

CSSC CODE	TITLE
270406	GEOMETRY, PLANE
270407	GEOMETRY, SOLID
270408	GEOMETRY
270409	GEOMETRY, INFORMAL
270412	ANALYTIC GEOMETRY
270415	ALGEBRA AND ANALYTIC GEOMETRY
270422	MATHEMATICS 2, UNIFIED

STUB0304: TRIGONOMETRY

CSSC CODE	TITLE
270411	TRIGONOMETRY
270413	TRIGONOMETRY AND SOLID GEOMETRY
270414	ALGEBRA AND TRIGONOMETRY

STUB0305: ANALYSIS/PRECALCULUS

CSSC CODE	TITLE
270416	ANALYSIS, INTRODUCTORY

STUB0306: CALCULUS

CSSC CODE	TITLE
270418	CALCULUS AND ANALYTIC GEOMETRY
270419	CALCULUS
270420	CALCULUS, ADVANCED PLACEMENT

STUB0307: AP CALCULUS

CSSC CODE	TITLE
270420	CALCULUS, ADVANCED PLACEMENT

STUB0308: STATISTICS/PROBABILITY

CSSC CODE	TITLE
270500	STATISTICS, OTHER
270511	STATISTICS
270521	PROBABILITY
270531	PROBABILITY AND STATISTICS

STUB0309: REMEDIAL/BELOW GRADE MATH

CSSC CODE	TITLE
270100	MATHEMATICS, OTHER GENERAL
270101	MATHEMATICS 7
270103	MATHEMATICS 8
270105	UNUSED CODE
270106	MATHEMATICS 1, GENERAL
270107	MATHEMATICS 2, GENERAL
270601	BASIC MATH 1
270602	BASIC MATH 2
270603	BASIC MATH 3
270604	BASIC MATH 4

STUB0400: COMPUTER SCIENCE/PROG/DATA PROCESSING *

CSSC CODE	TITLE
070300	BUSINESS DATA PROCESSING AND RELATED PROGRAMS, OTHER
070311	COMPUTERS IN BUSINESS
070321	BUSINESS DATA PROCESSING 1
070322	BUSINESS DATA PROCESSING 2
070331	BUSINESS COMPUTER PROGRAMMING 1
070332	BUSINESS COMPUTER PROGRAMMING 2
070361	KEYBOARDING
110100	COMPUTER AND INFORMATION SCIENCES, OTHER GENERAL
110111	COMPUTER APPRECIATION
110121	COMPUTER MATHEMATICS 1
110122	COMPUTER MATHEMATICS 2
110131	COMPUTER APPLICATIONS
110132	COMPUTER APPLICATIONS, INDEPENDENT STUDY
110141	COMPUTER SCIENCE, ADVANCED PLACEMENT
110151	ARTIFICIAL INTELLIGENCE
110200	COMPUTER PROGRAMMING, OTHER
110211	COMPUTER PROGRAMMING 1
110212	COMPUTER PROGRAMMING 2
110213	COMPUTER PROGRAMMING 3
110221	FORTRAN, INTRODUCTION
110231	PASCAL, INTRODUCTION
110232	ADVANCED PASCAL
110241	BASIC, INTRODUCTION
110242	ADVANCED BASIC
110251	COBOL, INTRODUCTION
110252	ADVANCED COBOL
110261	LOGO, INTRODUCTION
110271	RPG PROGRAMMING, INTRODUCTION
110300	DATA PROCESSING, OTHER
110311	DATA PROCESSING, INTRODUCTION
110312	DATA PROCESSING, INTERMEDIATE
110313	DATA PROCESSING, ADVANCED
110321	COMPUTER PROGRAMMING - COOPERATIVE EDUCATION
110400	INFORMATION SCIENCES AND SYSTEMS, OTHER
110500	SYSTEMS ANALYSIS, OTHER
119900	COMPUTER AND INFORMATION SCIENCES, OTHER
150431	COMPUTER-ASSISTED DESIGN/DRAFTING (CAD)

STUB0500: SCIENCE *

CSSC CODE	TITLE
140100	ENGINEERING, OTHER GENERAL
140111	ORIENTATION TO ENGINEERING
140200	AEROSPACE, AERONAUTICAL, AND ASTRONAUTICAL ENGINEERING, OTHER
140211	AEROSPACE MATERIALS
140221	AEROSPACE ENGINEERING DESIGN
140300	AGRICULTURAL ENGINEERING, OTHER
140400	ARCHITECTURAL ENGINEERING, OTHER
140411	STRENGTH OF MATERIALS - ARCHITECTURAL
140500	BIOENGINEERING AND BIOMEDICAL ENGINEERING, OTHER
140600	CERAMIC ENGINEERING, OTHER
140700	CHEMICAL ENGINEERING, OTHER
140800	CIVIL ENGINEERING, OTHER
140900	COMPUTER ENGINEERING, OTHER
141000	ELECTRICAL, ELECTRONICS, AND COMMUNICATIONS ENGINEERING, OTHER
141100	ENGINEERING MECHANICS, OTHER
141200	ENGINEERING RELATED, OTHER
141211	INSTRUMENTATION PHYSICS 1
141212	INSTRUMENTATION PHYSICS 2
141213	INSTRUMENTATION PHYSICS 3
141214	INSTRUMENTATION PHYSICS 4 /ADVANCED PLACEMENT
141300	ENGINEERING SCIENCE, OTHER
141400	ENVIRONMENTAL HEALTH ENGINEERING, OTHER
141500	GEOLOGICAL ENGINEERING, OTHER
141600	GEOPHYSICAL ENGINEERING, OTHER
141700	INDUSTRIAL ENGINEERING, OTHER
141800	MATERIALS, ENGINEERING, OTHER
141900	MECHANICAL ENGINEERING, OTHER
141911	STRENGTH OF MATERIALS - MECHANICAL TECHNOLOGY
142000	METALLURGICAL ENGINEERING, OTHER
142011	METALLURGY/POWDER METAL BASICS
142100	MINING AND MINERAL ENGINEERING, OTHER
142200	NAVAL ARCHITECTURE AND MARINE ENGINEERING, OTHER
142300	NUCLEAR ENGINEERING, OTHER
142400	OCEAN ENGINEERING, OTHER
142500	PETROLEUM ENGINEERING, OTHER
142600	SURVEYING AND MAPPING SCIENCES, OTHER
142611	CARTOGRAPHY
142700	SYSTEMS ENGINEERING, OTHER
142800	TEXTILE ENGINEERING, OTHER
149900	ENGINEERING, OTHER
260100	BIOLOGY, OTHER GENERAL
260111	SCIENCE 7
260121	BIOLOGY, BASIC 1
260122	BIOLOGY, BASIC 2
260131	BIOLOGY, GENERAL 1
260132	BIOLOGY, GENERAL 2
260141	BIOLOGY, HONORS 1
260142	BIOLOGY, ADVANCED
260151	FIELD BIOLOGY
260161	GENETICS
260171	BIOPSYCHOLOGY
260181	BIOLOGY SEMINAR
260200	BIOCHEMISTRY AND BIOPHYSICS, OTHER
260211	BIOCHEMISTRY
260300	BOTANY, OTHER

260311	BOTANY
260411	CELL BIOLOGY
260500	MICROBIOLOGY, OTHER
260511	MICROBIOLOGY
260600	MISCELLANEOUS SPECIALIZED AREAS, LIFE SCIENCES, OTHER
260611	ECOLOGY
260621	MARINE BIOLOGY
260622	MARINE BIOLOGY, ADVANCED
260631	ANATOMY
260700	ZOOLOGY, OTHER
260711	ZOOLOGY
260721	ZOOLOGY, VERTEBRATE
260731	ZOOLOGY, INVERTEBRATE
260741	ANIMAL BEHAVIOR
260751	PHYSIOLOGY, HUMAN
260752	PHYSIOLOGY, ADVANCED
260761	PATHOLOGY
260771	COMPARATIVE EMBRYOLOGY
269900	LIFE SCIENCES, OTHER
300100	BIOLOGICAL AND PHYSICAL SCIENCES, OTHER
300111	SCIENCE, UNIFIED
300112	COLLEGE PRE-SCIENCE SKILLS
300121	SCIENCE STUDY, INDEPENDENT
300131	OUTDOOR EDUCATION
300300	ENGINEERING AND OTHER DISCIPLINES, OTHER
300311	ENGINEERING CONCEPTS
300600	SYSTEMS SCIENCE, OTHER
300611	FUTURISTICS
300621	ENVIRONMENTAL SCIENCE
300631	ENERGY AND ENVIRONMENT
400100	PHYSICAL SCIENCES, OTHER GENERAL
400111	SCIENCE 8
400121	PHYSICAL SCIENCE
400131	CHEMISTRY AND PHYSICS LABORATORY TECHNIQUES
400141	PHYSICAL SCIENCE, APPLIED
400200	ASTRONOMY, OTHER
400211	ASTRONOMY
400300	ASTROPHYSICS, OTHER
400400	ATMOSPHERIC SCIENCES AND METEOROLOGY, OTHER
400411	METEOROLOGY
400500	CHEMISTRY, OTHER
400511	CHEMISTRY, INTRODUCTORY
400521	CHEMISTRY 1
400522	CHEMISTRY 2
400531	ORGANIC CHEMISTRY
400541	PHYSICAL CHEMISTRY
400551	CONSUMER CHEMISTRY
400561	CHEMISTRY, INDEPENDENT STUDY
400600	GEOLOGICAL SCIENCES, OTHER
400611	EARTH SCIENCE
400621	EARTH SCIENCE, COLLEGE PREPARATORY
400631	GEOLOGY
400632	GEOLOGY - FIELD STUDIES
400641	MINERALOGY
400700	MISCELLANEOUS PHYSICAL SCIENCES, OTHER
400711	OCEANOGRAPHY
400800	PHYSICS, OTHER
400811	PHYSICS, GENERAL
400821	PHYSICS 1
400822	PHYSICS 2

400831	PHYSICS 2 WITHOUT CALCULUS
400841	ELECTRICITY AND ELECTRONICS SCIENCE
400851	ACOUSTICS
400900	PLANETARY SCIENCE, OTHER
400911	ROCKETRY AND SPACE SCIENCE
401011	AEROSPACE SCIENCE
409900	PHYSICAL SCIENCES, OTHER
410100	BIOLOGICAL TECHNOLOGIES, OTHER
410200	NUCLEAR TECHNOLOGIES, OTHER
410211	RADIOACTIVITY
410300	PHYSICAL SCIENCE TECHNOLOGIES, OTHER
419900	SCIENCE TECHNOLOGIES, OTHER

STUB0501: BIOLOGY

CSSC CODE	TITLE
260100	BIOLOGY, OTHER GENERAL
260111	SCIENCE 7
260121	BIOLOGY, BASIC 1
260122	BIOLOGY, BASIC 2
260131	BIOLOGY, GENERAL 1
260132	BIOLOGY, GENERAL 2
260141	BIOLOGY, HONORS 1
260142	BIOLOGY, ADVANCED
260151	FIELD BIOLOGY
260161	GENETICS
260171	BIOPSYCHOLOGY
260181	BIOLOGY SEMINAR
260200	BIOCHEMISTRY AND BIOPHYSICS, OTHER
260211	BIOCHEMISTRY
260300	BOTANY, OTHER
260311	BOTANY
260411	CELL BIOLOGY
260500	MICROBIOLOGY, OTHER
260511	MICROBIOLOGY
260600	MISCELLANEOUS SPECIALIZED AREAS, LIFE SCIENCES, OTHER
260611	ECOLOGY
260621	MARINE BIOLOGY
260622	MARINE BIOLOGY, ADVANCED
260631	ANATOMY
260700	ZOOLOGY, OTHER
260711	ZOOLOGY
260721	ZOOLOGY, VERTEBRATE
260731	ZOOLOGY, INVERTEBRATE
260741	ANIMAL BEHAVIOR
260751	PHYSIOLOGY, HUMAN
260752	PHYSIOLOGY, ADVANCED
260761	PATHOLOGY
260771	COMPARATIVE EMBRYOLOGY
269900	LIFE SCIENCES, OTHER

STUB0502: AP/HONORS BIOLOGY

CSSC CODE	TITLE
260142	BIOLOGY, ADVANCED

STUB0503: CHEMISTRY

CSSC CODE	TITLE
400131	CHEMISTRY AND PHYSICS LABORATORY TECHNIQUES
400500	CHEMISTRY, OTHER
400511	CHEMISTRY, INTRODUCTORY
400521	CHEMISTRY 1
400522	CHEMISTRY 2
400531	ORGANIC CHEMISTRY
400541	PHYSICAL CHEMISTRY
400551	CONSUMER CHEMISTRY
400561	CHEMISTRY, INDEPENDENT STUDY

STUB0504: AP/HONORS CHEMISTRY

CSSC CODE	TITLE
400522	CHEMISTRY 2

STUB0505: PHYSICS

CSSC CODE	TITLE
400800	PHYSICS, OTHER
400811	PHYSICS, GENERAL
400821	PHYSICS 1
400822	PHYSICS 2
400831	PHYSICS 2 WITHOUT CALCULUS
400841	ELECTRICITY AND ELECTRONICS SCIENCE
400851	ACOUSTICS

STUB0506: AP/HONORS PHYSICS

CSSC CODE	TITLE
400822	PHYSICS 2

STUB0507: ENGINEERING

CSSC CODE	TITLE
140100	ENGINEERING, OTHER GENERAL
140111	ORIENTATION TO ENGINEERING
140200	AEROSPACE, AERONAUTICAL, AND ASTRONAUTICAL ENGINEERING, OTHER
140211	AEROSPACE MATERIALS
140221	AEROSPACE ENGINEERING DESIGN
140300	AGRICULTURAL ENGINEERING, OTHER
140400	ARCHITECTURAL ENGINEERING, OTHER
140411	STRENGTH OF MATERIALS - ARCHITECTURAL
140500	BIOENGINEERING AND BIOMEDICAL ENGINEERING, OTHER
140600	CERAMIC ENGINEERING, OTHER
140700	CHEMICAL ENGINEERING, OTHER
140800	CIVIL ENGINEERING, OTHER
140900	COMPUTER ENGINEERING, OTHER
141000	ELECTRICAL, ELECTRONICS, AND COMMUNICATIONS ENGINEERING, OTHER
141100	ENGINEERING MECHANICS, OTHER
141200	ENGINEERING RELATED, OTHER
141211	INSTRUMENTATION PHYSICS 1
141212	INSTRUMENTATION PHYSICS 2
141213	INSTRUMENTATION PHYSICS 3
141214	INSTRUMENTATION PHYSICS 4 /ADVANCED PLACEMENT
141300	ENGINEERING SCIENCE, OTHER
141400	ENVIRONMENTAL HEALTH ENGINEERING, OTHER
141500	GEOLOGICAL ENGINEERING, OTHER
141600	GEOPHYSICAL ENGINEERING, OTHER
141700	INDUSTRIAL ENGINEERING, OTHER
141800	MATERIALS, ENGINEERING, OTHER
141900	MECHANICAL ENGINEERING, OTHER
141911	STRENGTH OF MATERIALS - MECHANICAL TECHNOLOGY
142000	METALLURGICAL ENGINEERING, OTHER
142011	METALLURGY/POWDER METAL BASICS
142100	MINING AND MINERAL ENGINEERING, OTHER
142200	NAVAL ARCHITECTURE AND MARINE ENGINEERING, OTHER
142300	NUCLEAR ENGINEERING, OTHER
142400	OCEAN ENGINEERING, OTHER
142500	PETROLEUM ENGINEERING, OTHER
142600	SURVEYING AND MAPPING SCIENCES, OTHER
142611	CARTOGRAPHY
142700	SYSTEMS ENGINEERING, OTHER
142800	TEXTILE ENGINEERING, OTHER
149900	ENGINEERING, OTHER
300300	ENGINEERING AND OTHER DISCIPLINES, OTHER
300311	ENGINEERING CONCEPTS
410100	BIOLOGICAL TECHNOLOGIES, OTHER
410200	NUCLEAR TECHNOLOGIES, OTHER
410211	RADIOACTIVITY
410300	PHYSICAL SCIENCE TECHNOLOGIES, OTHER
419900	SCIENCE TECHNOLOGIES, OTHER

STUB0508: ASTRONOMY

CSSC CODE	TITLE
400200	ASTRONOMY, OTHER
400211	ASTRONOMY
400300	ASTROPHYSICS, OTHER

STUB0509: GEOLOGY

CSSC CODE	TITLE
400600	GEOLOGICAL SCIENCES, OTHER
400611	EARTH SCIENCE
400621	EARTH SCIENCE, COLLEGE PREPARATORY
400631	GEOLOGY
400632	GEOLOGY - FIELD STUDIES
400641	MINERALOGY
400700	MISCELLANEOUS PHYSICAL SCIENCES, OTHER
400711	OCEANOGRAPHY

STUB0600: FOREIGN LANGUAGES *

CSSC CODE	TITLE
090811	SIGN LANGUAGE 1
090812	SIGN LANGUAGE 2
090821	BRAILLE COMMUNICATIONS
160100	FOREIGN LANGUAGES, MULTIPLE EMPHASIS, OTHER
160111	FOREIGN LANGUAGE, EXPLORATORY
160200	AFRICAN (NON-SEMITIC) LANGUAGES, OTHER
160211	SWAHILI 1
160212	SWAHILI 2
160221	AMHARIC 1 (ETHIOPIAN)
160222	AMHARIC 2 (ETHIOPIAN)
160300	ASIATIC LANGUAGES, OTHER
160311	CANTONESE 1
160312	CANTONESE 2
160313	CANTONESE 3
160314	CANTONESE 4
160321	MANDARIN 1
160322	MANDARIN 2
160323	MANDARIN 3
160324	MANDARIN 4
160325	MANDARIN 5
160331	JAPANESE 1
160332	JAPANESE 2
160333	JAPANESE 3
160334	JAPANESE 4
160335	JAPANESE 5
160336	FOREIGN LANGUAGE CONTRACT, JAPANESE INDEPENDENT STUDY
160341	HAWAIIAN 1
160342	HAWAIIAN 2
160343	HAWAIIAN 3
160344	HAWAIIAN 4
160345	HAWAIIAN LANGUAGE AND CULTURE
160351	KOREAN 1
160352	KOREAN 2
160353	KOREAN 3
160354	KOREAN 4
160355	KOREAN 5
160400	BALTO-SLAVIC LANGUAGES, OTHER
160411	UKRAINIAN 1
160421	RUSSIAN 1
160422	RUSSIAN 2
160423	RUSSIAN 3
160424	RUSSIAN 4
160425	RUSSIAN 5
160426	RUSSIAN 6
160427	FOREIGN LANGUAGE CONTRACT, RUSSIAN INDEPENDENT STUDY
160431	CZECH 1
160432	CZECH 2
160433	CZECH 3
160441	POLISH 1
160442	POLISH 2
160443	POLISH 3
160444	POLISH 4
160451	FINNISH 1
160452	FINNISH 2
160453	FINNISH 3

160454	FINNISH 4
160500	GERMANIC LANGUAGES, OTHER
160501	DUTCH 1
160502	DUTCH 2
160503	DUTCH 3
160511	GERMAN 7
160512	GERMAN 8
160513	GERMAN 1
160514	GERMAN 2
160515	GERMAN 3
160516	GERMAN 4
160517	GERMAN, ADVANCED PLACEMENT
160518	GERMAN FIELD-BASED EXPERIENCE
160519	FOREIGN LANGUAGE CONTRACT, GERMAN INDEPENDENT STUDY
160521	NORWEGIAN 1
160522	NORWEGIAN 2
160531	SWEDISH 1
160532	SWEDISH 2
160533	SWEDISH 3
160541	YIDDISH 1
160542	YIDDISH 2
160543	YIDDISH 3
160600	GREEK, OTHER
160611	MODERN GREEK FOR SURVIVAL
160621	MODERN GREEK
160622	MODERN GREEK 2
160623	MODERN GREEK 3
160624	MODERN GREEK 4
160631	CLASSICAL GREEK 1
160632	CLASSICAL GREEK 2
160633	CLASSICAL GREEK 3
160634	CLASSICAL GREEK 4
160700	INDIC LANGUAGES, OTHER
160800	IRANIAN LANGUAGES, OTHER
160900	ITALIC LANGUAGES, OTHER
160901	FRENCH 7
160902	FRENCH 8
160903	FRENCH 1
160904	FRENCH 2
160905	FRENCH 3
160906	FRENCH 4
160907	FRENCH, ADVANCED PLACEMENT
160908	FRENCH FIELD-BASED EXPERIENCE
160909	FOREIGN LANGUAGE CONTRACT, FRENCH INDEPENDENT STUDY
160910	FRENCH, CONVERSATIONAL
160911	ITALIAN 7
160912	ITALIAN 8
160913	ITALIAN 1
160914	ITALIAN 2
160915	ITALIAN 3
160916	ITALIAN 4
160917	ITALIAN, ADVANCED PLACEMENT
160918	ITALIAN FIELD-BASED EXPERIENCE
160919	FOREIGN LANGUAGE CONTRACT, ITALIAN INDEPENDENT STUDY
160920	LATIN 1
160921	LATIN 2
160922	LATIN 3
160923	LATIN 4
160924	LATIN, ADVANCED PLACEMENT
160925	FOREIGN LANGUAGE CONTRACT, LATIN

160926	PORTUGUESE 1
160927	PORTUGUESE 2
160928	PORTUGUESE 3
160929	PORTUGUESE 4
160930	PORTUGUESE 5
160931	SPANISH 7
160932	SPANISH 8
160933	SPANISH 1
160934	SPANISH 2
160935	SPANISH 3
160936	SPANISH 4
160937	SPANISH, ADVANCED PLACEMENT
160938	SPANISH FIELD-BASED EXPERIENCE
160939	FOREIGN LANGUAGE CONTRACT, SPANISH INDEPENDENT STUDY
160941	SPANISH FOR TRAVELERS
160942	SPANISH, COMMERCIAL
161000	NATIVE AMERICAN LANGUAGES, OTHER
161100	SEMITIC LANGUAGES, OTHER
161111	HEBREW 1
161112	HEBREW 2
161113	HEBREW 3
161114	HEBREW 4
161115	ARABIC 1
161116	ARABIC 2
161117	ARABIC 3
161118	ARABIC 4
161119	FOREIGN LANGUAGE CONTRACT - ARABIC INDEPENDENT STUDY
161211	TURKISH 1
161212	TURKISH 2
169900	FOREIGN LANGUAGES, OTHER

STUB0610: FRENCH

CSSC CODE	TITLE
160901	FRENCH 7
160902	FRENCH 8
160903	FRENCH 1
160904	FRENCH 2
160905	FRENCH 3
160906	FRENCH 4
160907	FRENCH, ADVANCED PLACEMENT
160908	FRENCH FIELD-BASED EXPERIENCE
160909	FOREIGN LANGUAGE CONTRACT, FRENCH INDEPENDENT STUDY
160910	FRENCH, CONVERSATIONAL

STUB0620: SPANISH

CSSC CODE	TITLE
160931	SPANISH 7
160932	SPANISH 8
160933	SPANISH 1
160934	SPANISH 2
160935	SPANISH 3
160936	SPANISH 4
160937	SPANISH, ADVANCED PLACEMENT
160938	SPANISH FIELD-BASED EXPERIENCE
160939	FOREIGN LANGUAGE CONTRACT, SPANISH INDEPENDENT STUDY
160941	SPANISH FOR TRAVELERS
160942	SPANISH, COMMERCIAL

STUB0630: GERMAN

CSSC CODE	TITLE
160511	GERMAN 7
160512	GERMAN 8
160513	GERMAN 1
160514	GERMAN 2
160515	GERMAN 3
160516	GERMAN 4
160517	GERMAN, ADVANCED PLACEMENT
160518	GERMAN FIELD-BASED EXPERIENCE
160519	FOREIGN LANGUAGE CONTRACT, GERMAN INDEPENDENT STUDY

STUB0640: FOR LANG OTHER FR,SP,OR GER

CSSC CODE	TITLE
090811	SIGN LANGUAGE 1
090812	SIGN LANGUAGE 2
090821	BRAILLE COMMUNICATIONS
160100	FOREIGN LANGUAGES, MULTIPLE EMPHASIS, OTHER
160111	FOREIGN LANGUAGE, EXPLORATORY
160200	AFRICAN (NON-SEMITIC) LANGUAGES, OTHER
160211	SWAHILI 1
160212	SWAHILI 2
160221	AMHARIC 1 (ETHIOPIAN)
160222	AMHARIC 2 (ETHIOPIAN)
160300	ASIATIC LANGUAGES, OTHER
160311	CANTONESE 1
160312	CANTONESE 2
160313	CANTONESE 3
160314	CANTONESE 4
160321	MANDARIN 1
160322	MANDARIN 2
160323	MANDARIN 3
160324	MANDARIN 4
160325	MANDARIN 5
160331	JAPANESE 1
160332	JAPANESE 2
160333	JAPANESE 3
160334	JAPANESE 4
160335	JAPANESE 5
160336	FOREIGN LANGUAGE CONTRACT, JAPANESE INDEPENDENT STUDY
160341	HAWAIIAN 1
160342	HAWAIIAN 2
160343	HAWAIIAN 3
160344	HAWAIIAN 4
160345	HAWAIIAN LANGUAGE AND CULTURE
160351	KOREAN 1
160352	KOREAN 2
160353	KOREAN 3
160354	KOREAN 4
160355	KOREAN 5
160400	BALTO-SLAVIC LANGUAGES, OTHER
160411	UKRAINIAN 1
160421	RUSSIAN 1
160422	RUSSIAN 2
160423	RUSSIAN 3
160424	RUSSIAN 4
160425	RUSSIAN 5
160426	RUSSIAN 6
160427	FOREIGN LANGUAGE CONTRACT, RUSSIAN INDEPENDENT STUDY
160431	CZECH 1
160432	CZECH 2
160433	CZECH 3
160441	POLISH 1
160442	POLISH 2
160443	POLISH 3
160444	POLISH 4
160451	FINNISH 1
160452	FINNISH 2
160453	FINNISH 3

160454	FINNISH 4
160500	GERMANIC LANGUAGES, OTHER
160521	NORWEGIAN 1
160522	NORWEGIAN 2
160531	SWEDISH 1
160532	SWEDISH 2
160533	SWEDISH 3
160541	YIDDISH 1
160542	YIDDISH 2
160543	YIDDISH 3
160600	GREEK, OTHER
160611	MODERN GREEK FOR SURVIVAL
160621	MODERN GREEK
160622	MODERN GREEK 2
160623	MODERN GREEK 3
160624	MODERN GREEK 4
160631	CLASSICAL GREEK 1
160632	CLASSICAL GREEK 2
160633	CLASSICAL GREEK 3
160634	CLASSICAL GREEK 4
160700	INDIC LANGUAGES, OTHER
160800	IRANIAN LANGUAGES, OTHER
160900	ITALIC LANGUAGES, OTHER
160911	ITALIAN 7
160912	ITALIAN 8
160913	ITALIAN 1
160914	ITALIAN 2
160915	ITALIAN 3
160916	ITALIAN 4
160917	ITALIAN, ADVANCED PLACEMENT
160918	ITALIAN FIELD-BASED EXPERIENCE
160919	FOREIGN LANGUAGE CONTRACT, ITALIAN INDEPENDENT STUDY
160920	LATIN 1
160921	LATIN 2
160922	LATIN 3
160923	LATIN 4
160924	LATIN, ADVANCED PLACEMENT
160925	FOREIGN LANGUAGE CONTRACT, LATIN
160926	PORTUGUESE 1
160927	PORTUGUESE 2
160928	PORTUGUESE 3
160929	PORTUGUESE 4
160930	PORTUGUESE 5
161000	NATIVE AMERICAN LANGUAGES, OTHER
161100	SEMITIC LANGUAGES, OTHER
161111	HEBREW 1
161112	HEBREW 2
161113	HEBREW 3
161114	HEBREW 4
161115	ARABIC 1
161116	ARABIC 2
161117	ARABIC 3
161118	ARABIC 4
161119	FOREIGN LANGUAGE CONTRACT - ARABIC INDEPENDENT STUDY
161211	TURKISH 1
161212	TURKISH 2
169900	FOREIGN LANGUAGES, OTHER

STUB0641: LATIN

CSSC CODE	TITLE
160920	LATIN 1
160921	LATIN 2
160922	LATIN 3
160923	LATIN 4
160924	LATIN, ADVANCED PLACEMENT
160925	FOREIGN LANGUAGE CONTRACT, LATIN

STUB0642: JAPANESE

CSSC CODE	TITLE
160331	JAPANESE 1
160332	JAPANESE 2
160333	JAPANESE 3
160334	JAPANESE 4
160335	JAPANESE 5
160336	FOREIGN LANGUAGE CONTRACT, JAPANESE INDEPENDENT STUDY

STUB0643: MANDARIN/CANTONESE

CSSC CODE	TITLE
160311	CANTONESE 1
160312	CANTONESE 2
160313	CANTONESE 3
160314	CANTONESE 4
160321	MANDARIN 1
160322	MANDARIN 2
160323	MANDARIN 3
160324	MANDARIN 4
160325	MANDARIN 5

STUB0644: RUSSIAN

CSSC CODE	TITLE
160421	RUSSIAN 1
160422	RUSSIAN 2
160423	RUSSIAN 3
160424	RUSSIAN 4
160425	RUSSIAN 5
160426	RUSSIAN 6
160427	FOREIGN LANGUAGE CONTRACT, RUSSIAN INDEPENDENT STUDY

STUB0700: NON-OCC SPECIFIC VOC ED *

CSSC CODE	TITLE
040100	ARCHITECTURE AND ENVIRONMENTAL DESIGN, OTHER GENERAL
040200	ARCHITECTURE, OTHER
040211	ARCHITECTURE, INTRODUCTION
040212	ARCHITECTURE, ADVANCED
040221	ARCHITECTURAL THEORY
040300	CITY, COMMUNITY, AND REGIONAL PLANNING, OTHER
040400	ENVIRONMENTAL DESIGN, OTHER
040600	LANDSCAPE ARCHITECTURE, OTHER
040700	URBAN DESIGN, OTHER
049900	ARCHITECTURE AND ENVIRONMENTAL DESIGN, OTHER
060500	BUSINESS ECONOMICS, OTHER
060511	BUSINESS ECONOMICS
060600	HUMAN RESOURCES DEVELOPMENT, OTHER
060900	INTERNATIONAL BUSINESS MANAGEMENT, OTHER
061100	LABOR INDUSTRIAL RELATIONS, OTHER
061200	MANAGEMENT INFORMATION SYSTEMS, OTHER
061300	MANAGEMENT SCIENCE, OTHER
061500	ORGANIZATIONAL BEHAVIOR, OTHER
061600	PERSONNEL MANAGEMENT, OTHER
069900	BUSINESS AND MANAGEMENT, OTHER
070171	BUSINESS MATHEMATICS 1
070172	BUSINESS MATHEMATICS 2
070400	OFFICE SUPERVISION AND MANAGEMENT, OTHER
070411	BUSINESS ENGLISH 1
070412	BUSINESS ENGLISH 2
070413	BUSINESS ENGLISH 3
070414	BUSINESS ENGLISH 4
070500	PERSONNEL AND TRAINING PROGRAMS, OTHER
070711	TYPEWRITING 1
090500	PUBLIC RELATIONS, OTHER
090600	RADIO/TELEVISION NEWS BROADCAST, OTHER
090611	BROADCAST JOURNALISM
090612	CAREERS IN RADIO/TELEVISION BROADCASTING
090700	RADIO/TELEVISION, OTHER GENERAL
090711	BROADCASTING, INTRODUCTION
090831	CRYPTOGRAPHY
100111	WORLD OF COMMUNICATIONS
120411	COSMETOLOGY
130100	EDUCATION, OTHER GENERAL
130200	BILINGUAL/BICULTURAL EDUCATION, OTHER
130300	CURRICULUM AND INSTRUCTION, OTHER
130400	EDUCATION ADMINISTRATION, OTHER
130500	EDUCATIONAL MEDIA, OTHER
130600	EVALUATION AND RESEARCH, OTHER
130700	INTERNATIONAL AND COMPARATIVE EDUCATION, OTHER
130800	SCHOOL PSYCHOLOGY, OTHER
130900	SOCIAL FOUNDATIONS, OTHER
131000	SPECIAL EDUCATION, OTHER
131100	STUDENT COUNSELING AND PERSONNEL SERVICES, OTHER
131200	TEACHER EDUCATION, GENERAL PROGRAMS, OTHER
131300	TEACHER EDUCATION, SPECIFIC SUBJECT AREAS, OTHER
131400	TEACHING ENGLISH AS A SECOND LANGUAGE/FOREIGN LANGUAGE, OTHER
139900	EDUCATION, OTHER
180100	AUDIOLOGY AND SPEECH PATHOLOGY, OTHER
180200	BASIC CLINICAL HEALTH SCIENCES, OTHER

180300	CHIROPRACTIC, OTHER
180400	DENTISTRY, OTHER
180500	EMERGENCY/DISASTER SCIENCE, OTHER
180600	EPIDEMIOLOGY, OTHER
180700	HEALTH SCIENCES ADMINISTRATION, OTHER
180800	HEMATOLOGY, OTHER
180900	MEDICAL LABORATORY, OTHER
181000	MEDICINE, OTHER
181100	NURSING, OTHER
181200	OPTOMETRY, OTHER
181300	OSTEOPATHIC MEDICINE, OTHER
181400	PHARMACY, OTHER
181411	PHARMACY TECHNICIAN
181500	PODIATRY, OTHER
181600	POPULATION AND FAMILY PLANNING, OTHER
181700	PRE-DENTISTRY, OTHER
181800	PRE-MEDICINE, OTHER
181801	MEDICAL ETHICS
181900	PRE-PHARMACY, OTHER
182000	PRE-VETERINARY, OTHER
182100	PROSECTORIAL SCIENCE, OTHER
182200	PUBLIC HEALTH LABORATORY SCIENCE, OTHER
182300	TOXICOLOGY (CLINICAL), OTHER
182400	VETERINARY MEDICINE, OTHER
189900	HEALTH SCIENCES, OTHER
200100	CONSUMER AND HOMEMAKING HOME ECONOMICS, OTHER
200111	HOME ECONOMICS 7
200112	HOME ECONOMICS 8
200113	HOME ECONOMICS 1
200114	HOME ECONOMICS 2
200115	HOME ECONOMICS 3
200116	HOME ECONOMICS 4
200117	ADULT ROLES AND FUNCTIONS
200118	COMPREHENSIVE CONSUMER AND HOMEMAKING HOME ECONOMICS, INDEPENDENT STUDY
200121	CHILD DEVELOPMENT 8
200122	CHILD DEVELOPMENT 1
200123	CHILD DEVELOPMENT 2
200124	CHILD DEVELOPMENT 3
200125	CHILD DEVELOPMENT 4
200126	CURRENT ISSUES IN CHILD DEVELOPMENT
200131	CLOTHING 7
200132	CLOTHING 8
200133	CLOTHING 1
200134	CLOTHING 2
200135	CLOTHING 3
200136	CLOTHING 4
200137	TAILORING
200141	CONSUMER EDUCATION
200142	CONSUMER EDUCATION 2
200151	HOME ECONOMICS OCCUPATIONS 1, EXPLORATORY
200152	HOME ECONOMICS OCCUPATIONS 2, EXPLORATORY
200153	HOME ECONOMICS LABORATORY ASSISTANT
200154	HOME ECONOMICS LEADERSHIP
200161	FAMILY HEALTH 1
200162	FAMILY HEALTH 2
200171	FAMILY RELATIONS
200172	MARRIAGE SOCIETY AND CHANGE
200173	PARENTHOOD
200181	FOODS AND NUTRITION 7

200182	FOODS AND NUTRITION 8
200183	FOODS 1
200184	FOODS 2
200185	FOODS 3
200186	FOODS 4
200187	INTERNATIONAL FOODS
200188	NUTRITION
200191	HOME MANAGEMENT 1
200192	HOME MANAGEMENT 2
210100	INDUSTRIAL ARTS, OTHER
210101	INDUSTRIAL ARTS 7
210102	INDUSTRIAL ARTS 8
210103	INDUSTRIAL ARTS 1
210104	INDUSTRIAL ARTS 2
210105	INDUSTRIAL ARTS 3
210106	INDUSTRIAL ARTS 4
210107	INDUSTRY AND TECHNOLOGY
210108	INDUSTRIAL PRODUCTION
210109	INDUSTRIAL OCCUPATIONS 1
210113	ELECTRICITY 1
210114	ELECTRICITY 2
210115	ELECTRONICS 1
210116	ELECTRONICS 2
210117	ELECTRONICS 3
210118	ELECTRONICS 4
210119	ELECTRICITY AND ELECTRONICS, INTRODUCTION
210120	ELECTRICITY AND ELECTRONICS, ADVANCED
210126	INDUSTRIAL ARTS RESEARCH
230156	VOCATIONAL ENGLISH
460441	HOME MAINTENANCE AND REPAIR
470621	AUTO MECHANICS 1
470651	CONSUMER AUTO
480111	MECHANICAL DRAWING 1
480311	LEATHERWORK 1
480511	METAL 1
480711	WOODWORKING 1
490100	AIR TRANSPORTATION, OTHER
490111	AERONAUTICS 1
490112	AERONAUTICS 2
500291	PRINTMAKING 1
500292	PRINTMAKING 2
500721	SILK SCREEN
500722	ASSEMBLAGE
510101	EXECUTIVE INTERNSHIP
510102	EXECUTIVE INTERNSHIP 2
510103	INTERNATIONAL CAREERS INTERNSHIP

STUB0800: OCC SPECIFIC VOC ED *

CSSC CODE	TITLE
010100	AGRICULTURAL BUSINESS AND MANAGEMENT, OTHER
010111	AGRIBUSINESS, INTRODUCTION
010121	AGRICULTURAL BUSINESS OPERATION
010131	FARM AND RANCH MANAGEMENT
010141	STATE AND COMMUNITY AGRICULTURE
010151	AGRICULTURAL MATHEMATICS
010161	AGRICULTURAL MICROPROCESSING
010171	AGRICULTURE COOPERATIVES
010172	AGRICULTURAL COOPERATIVE EDUCATION II
010181	AGRICULTURE, INDEPENDENT STUDY
010182	SOEP - SUPERVISED OCCUPATIONAL EXPERIENCE PROGRAM
010200	AGRICULTURAL MECHANICS, OTHER
010211	AGRICULTURAL MECHANICS, GENERAL
010212	AGRICULTURAL MECHANICS 2
010213	AGRICULTURAL MECHANICS 3
010214	AGRICULTURAL MECHANICS 4
010221	WELDING, AGRICULTURAL
010231	POWER AND MACHINERY, AGRICULTURAL
010241	FARM CONSTRUCTION
010251	ELECTRICITY AND ELECTRONICS, AGRICULTURAL
010261	SOIL AND WATER MECHANICAL PRACTICES
010271	SURVEYING, AGRICULTURAL
010300	AGRICULTURAL PRODUCTION, OTHER
010311	AGRICULTURAL PRODUCTION, GENERAL
010312	AGRICULTURE TECHNOLOGY 1
010313	AGRICULTURE TECHNOLOGY 2
010321	ANIMAL PRODUCTION
010331	CROP PRODUCTION
010400	AGRICULTURAL PRODUCTS AND PROCESSING, OTHER
010411	AGRICULTURAL PRODUCTS AND PROCESSING I
010412	AGRICULTURAL PRODUCTS AND PROCESSING II
010421	AGRICULTURAL PRODUCTS AND PROCESSING - COOPERATIVE EDUCATION
010500	AGRICULTURAL SERVICES AND SUPPLIES, OTHER
010511	AGRICULTURAL SUPPLIES MARKETING
010521	ANIMAL GROOMING
010600	HORTICULTURE, OTHER
010611	HORTICULTURE
010621	FLORICULTURE
010631	LANDSCAPING
010632	LANDSCAPING, ADVANCED
010641	GREENHOUSE MANAGEMENT
010651	NURSERY OPERATIONS AND MANAGEMENT
010661	HORTICULTURE POWER EQUIPMENT OPERATION AND MAINTENANCE
010662	HORTICULTURAL MECHANICS II
010671	TURF MANAGEMENT
010681	FRUIT AND VEGETABLE PRODUCTION
010700	INTERNATIONAL AGRICULTURE, OTHER
019900	AGRIBUSINESS AND AGRICULTURAL PRODUCTION, OTHER
020100	AGRICULTURAL SCIENCES, OTHER GENERAL
020111	AGRICULTURAL SCIENCES, GENERAL
020121	AGRICULTURAL OCCUPATIONS 1
020122	AGRICULTURAL OCCUPATIONS 2
020123	AGRICULTURAL OCCUPATIONS 3
020124	AGRICULTURAL OCCUPATIONS 4
020200	ANIMAL SCIENCES, OTHER

020211	ANIMAL SCIENCES 1
020212	ANIMAL SCIENCES 2
020221	LIVESTOCK 9
020222	LIVESTOCK 10
020231	POULTRY
020241	DAIRY PRODUCTION
020251	NUTRITION AND FEEDS
020261	HORSE PRODUCTION
020262	HORSESHOEING/FARRIER TRAINING
020271	SMALL ANIMAL PRODUCTION 1
020272	SMALL ANIMAL PRODUCTION 2
020281	FISH PRODUCTION
020300	FOOD SCIENCES, OTHER
020400	PLANT SCIENCES, OTHER
020411	AGRONOMY
020421	ORNAMENTAL HORTICULTURE 1
020422	ORNAMENTAL HORTICULTURE 2
020423	ORNAMENTAL HORTICULTURE 3
020500	SOIL SCIENCES, OTHER
020511	SOIL SCIENCES, GENERAL
020521	FERTILIZERS AND CHEMICALS
029900	AGRICULTURAL SCIENCES, OTHER
030100	RENEWABLE NATURAL RESOURCES, OTHER GENERAL
030200	CONSERVATION AND REGULATION, OTHER
030211	CONSERVATION AND REGULATION
030212	ENVIRONMENTAL MANAGEMENT 1
030213	ENVIRONMENTAL MANAGEMENT 2
030221	ENVIRONMENTAL MANAGEMENT - COOPERATIVE EDUCATION
030300	FISHING AND FISHERIES, OTHER
030311	WATERMAN OCCUPATIONS
030400	FORESTRY PRODUCTION AND PROCESSING, OTHER
030500	FORESTRY AND RELATED SCIENCES, OTHER
030511	FORESTRY SCIENCE 1
030512	FORESTRY SCIENCE 2
030521	FORESTRY OCCUPATIONS - WORK EXPERIENCE
030600	WILDLIFE MANAGEMENT, OTHER
030611	WILDLIFE MANAGEMENT
030621	RURAL RECREATION
039900	RENEWABLE NATURAL RESOURCES, OTHER
040500	INTERIOR DESIGN, OTHER
040511	INTERIOR DESIGN
060100	BUSINESS AND MANAGEMENT, OTHER GENERAL
060111	BUSINESS INTRODUCTION
060121	BUSINESS LAW
060131	BUSINESS, INDEPENDENT STUDY
060141	BUSINESS EDUCATION, COOPERATIVE
060200	ACCOUNTING, OTHER
060211	ACCOUNTING/BUSINESS MANAGEMENT CAREERS - INTEGRATED CURRICULUM
060300	BANKING AND FINANCE, OTHER
060311	FINANCIAL CAREERS
060321	REAL ESTATE FINANCE
060331	CONSUMER LENDING
060400	BUSINESS ADMINISTRATION AND MANAGEMENT, OTHER
060411	BUSINESS ORGANIZATION AND MANAGEMENT
060700	INSTITUTIONAL MANAGEMENT, OTHER
060711	HOTEL AND MOTEL MANAGEMENT
060712	HOTEL AND MOTEL TRAINING
060800	INSURANCE AND RISK MANAGEMENT, OTHER
060811	INSURANCE CAREERS
061000	INVESTMENTS AND SECURITIES, OTHER

061011	INVESTMENTS AND TAXATION
061400	MARKETING MANAGEMENT AND RESEARCH, OTHER
061411	MARKETING MANAGEMENT AND DECISION MAKING
061700	REAL ESTATE, OTHER
061711	REAL ESTATE MARKETING
061800	SMALL BUSINESS MANAGEMENT AND OWNERSHIP, OTHER
061811	SMALL BUSINESS MANAGEMENT
061900	TAXATION, OTHER
070100	ACCOUNTING, BOOKKEEPING, AND RELATED PROGRAMS, OTHER
070111	BOOKKEEPING 1
070112	BOOKKEEPING 2
070121	ACCOUNTING 1
070122	ACCOUNTING 2
070131	ACCOUNTING, COLLEGE
070141	BOOKKEEPING AND ACCOUNTING 1
070142	BOOKKEEPING AND ACCOUNTING 2
070151	RECORDKEEPING 1
070152	RECORDKEEPING 2
070153	PERSONAL RECORDKEEPING
070161	OFFICE MACHINES
070162	OFFICE MACHINES, VOCATIONAL
070200	BANKING AND RELATED FINANCIAL PROGRAMS, OTHER
070201	BANKING & FINANCIAL CAREERS
070211	BANK TELLER
070221	FINANCIAL MATHEMATICS
070231	BANK PROOF OPERATOR
070241	BANK DATA ENTRY OCCUPATIONS
070251	BANKING AND FINANCIAL CAREERS - COOPERATIVE EDUCATION
070341	KEY PUNCH OPERATOR
070351	DATA ENTRY OPERATOR 1
070352	DATA ENTRY OPERATOR 2
070371	PERIPHERAL COMPUTER OPERATOR
070600	SECRETARIAL AND RELATED PROGRAMS, OTHER
070611	SHORTHAND 1
070612	SHORTHAND 2
070621	TRANSCRIPTION
070631	SECRETARIAL ADMINISTRATION 1
070632	SECRETARIAL ADMINISTRATION 2
070641	WORD PROCESSING 1
070642	WORD PROCESSING 2
070643	WORD PROCESSING 3
070651	REPROGRAPHICS
070661	LEGAL OFFICE PROCEDURES
070662	COURT REPORTER
070671	MEDICAL OFFICE PROCEDURES
070681	LEGAL/MEDICAL OFFICE PROCEDURES
070700	TYPING, GENERAL OFFICE, AND RELATED PROGRAMS,OTHER
070712	TYPEWRITING 2
070713	TYPEWRITING 3
070731	OFFICE PROCEDURES 1
070732	OFFICE PROCEDURES 2
070733	SIMULATED OFFICE
070741	OFFICE EDUCATION 1, COOPERATIVE
070742	OFFICE EDUCATION 2, COOPERATIVE
079900	BUSINESS AND OFFICE, OTHER
080100	APPAREL AND ACCESSORIES MARKETING, OTHER
080111	FASHION MERCHANDISING
080121	FASHION DESIGN AND ILLUSTRATION
080131	FASHION MERCHANDISING - COOPERATIVE EDUCATION 1
080132	FASHION MERCHANDISING - COOPERATIVE EDUCATION 2

080200	BUSINESS AND PERSONAL SERVICES MARKETING, OTHER
080300	ENTREPRENEURSHIP, OTHER
080311	STARTING YOUR OWN BUSINESS
080400	FINANCIAL SERVICES MARKETING, OTHER
080500	FLORISTRY, FARM AND GARDEN SUPPLIES MARKETING, OTHER
080511	FLORAL SALES
080600	FOOD MARKETING, OTHER
080611	FOOD MARKETING/DISTRIBUTION - OVERVIEW
080612	GROCERY MANAGEMENT
080621	FOOD MARKETING - COOPERATIVE EDUCATION 1
080700	GENERAL MARKETING, OTHER
080711	DISTRIBUTIVE EDUCATION 1
080712	DISTRIBUTIVE EDUCATION 2
080713	DISTRIBUTIVE EDUCATION 3
080721	DISTRIBUTIVE EDUCATION 1, COOPERATIVE
080722	DISTRIBUTIVE EDUCATION 2, COOPERATIVE
080731	SALESMANSHIP
080741	RETAIL LEARNING LABORATORY
080751	CASHIER CHECKER TRAINING
080761	WAREHOUSING INDUSTRIAL AND WHOLESALE MATERIAL HANDLING
080771	DISTRIBUTIVE EDUCATION, INDEPENDENT STUDY
080781	TELEPHONE SERVICE REPRESENTATIVE
080782	TELEPHONE DIRECTORY ASSISTANT
080800	HOME AND OFFICE PRODUCTS MARKETING, OTHER
080811	COMPUTER SALES REPRESENTATIVE
080900	HOSPITALITY AND RECREATION MARKETING, OTHER
080911	ORIENTATION TO HOSPITALITY CAREERS
080921	HOSPITALITY SALES 1
080922	HOSPITALITY SALES 2
081000	INSURANCE MARKETING, OTHER
081100	TRANSPORTATION AND TRAVEL MARKETING, OTHER
081111	TOURISM SERVICES
081121	ENTERTAINMENT PARK/TOURISM - COOPERATIVE EDUCATION
081200	VEHICLES AND PETROLEUM MARKETING, OTHER
081211	AUTO PARTS MERCHANDISING
081221	AUTOMOTIVE PROFESSIONAL TRAINING
089900	MARKETING AND DISTRIBUTION, OTHER
090200	ADVERTISING, OTHER
090211	ADVERTISING
100100	COMMUNICATION TECHNOLOGIES, OTHER
100141	BROADCAST MANAGEMENT 1
100142	BROADCAST MANAGEMENT 2
100143	BROADCASTING PRACTICUM
100161	RADIO PRODUCTION
100171	TELEVISION PRODUCTION 1
100172	TELEVISION PRODUCTION 2
100173	TELEVISION PRODUCTION 3
100174	TELEVISION PRODUCTION 4
100181	CABLE TELEVISION
100191	RADIO/TELEVISION PRODUCTION 1
100192	RADIO/TELEVISION PRODUCTION 2
120100	DRYCLEANING AND LAUNDERING SERVICES, OTHER
120111	DRY CLEANING 1
120112	DRY CLEANING 2
120200	ENTERTAINMENT SERVICES, OTHER
120300	FUNERAL SERVICES, OTHER
120400	PERSONAL SERVICES, OTHER
120412	COSMETOLOGY 2
120413	COSMETOLOGY 3
120414	COSMETOLOGY - COOPERATIVE EDUCATION 2

120415	COSMETOLOGY - COOPERATIVE EDUCATION 2
120421	BARBERING 1
120422	BARBERING 2
120423	BARBERING 3
120431	PERSONAL SERVICES OCCUPATIONS
120511	GENERAL SERVICES OCCUPATIONS 1
120512	GENERAL SERVICES OCCUPATIONS 2
120513	GENERAL SERVICES OCCUPATIONS 3
120514	GENERAL SERVICES OCCUPATIONS 4
120521	BUILDING & GROUNDS MAINTENANCE OCCUPATIONS 1
120522	BUILDING & GROUNDS MAINTENANCE OCCUPATIONS 2
120531	INDUSTRIAL MAINTENANCE/MECHANICS 1
120532	INDUSTRIAL MAINTENANCE/MECHANICS 2
129900	CONSUMER, PERSONAL, AND MISCELLANEOUS SERVICES, OTHER
150100	ARCHITECTURAL TECHNOLOGIES, OTHER
150111	STRUCTURAL ENGINEERING TECHNICIAN
150200	CIVIL TECHNOLOGIES, OTHER
150211	SURVEYING
150221	CIVIL ENGINEERING TECHNICIAN
150300	ELECTRICAL AND ELECTRONIC TECHNOLOGIES, OTHER
150311	AUDIO ELECTRONICS
150321	ELECTRICAL TECHNOLOGY
150331	ELECTRONIC TECHNOLOGY 1
150332	ELECTRONIC TECHNOLOGY 2
150333	ELECTRONICS FABRICATION
150341	ELECTRICAL/ELECTRONICS ENGINEERING TECHNICIAN
150400	ELECTROMECHANICAL INSTRUMENTATION AND MAINTENANCE
150411	ELECTROMECHANICAL TECHNOLOGY 1
150412	ELECTROMECHANICAL TECHNOLOGY 2
150421	INSTRUMENTATION TECHNOLOGY
150500	ENVIRONMENTAL CONTROL TECHNOLOGIES, OTHER
150511	ENVIRONMENTAL CONTROL TECHNOLOGIES
150600	INDUSTRIAL PRODUCTION TECHNOLOGIES, OTHER
150601	INDUSTRIAL RESEARCH & DEVELOPMENT
150611	INDUSTRIAL PRODUCTION TECHNOLOGY 1
150612	INDUSTRIAL PRODUCTION TECHNOLOGY 2
150621	CHEMICAL MANUFACTURING TECHNOLOGY
150631	OPTICS TECHNOLOGY
150700	QUALITY CONTROL AND SAFETY TECHNOLOGIES, OTHER
150711	QUALITY CONTROL TECHNOLOGY
150800	MECHANICAL AND RELATED TECHNOLOGIES, OTHER
150811	AUTOMOTIVE DESIGN & TECHNOLOGY
150821	MECHANICAL ENGINEERING TECHNOLOGY
150900	MINING AND PETROLEUM TECHNOLOGIES, OTHER
150911	MINING TECHNOLOGY
150921	PETROLEUM TECHNOLOGY
159900	ENGINEERING AND ENGINEERING-RELATED TECHNOLOGIES, OTHER
170100	DENTAL SERVICES, OTHER
170111	DENTAL ASSISTANT 1
170112	DENTAL ASSISTANT 2
170121	DENTAL ASSISTANT, COOPERATIVE
170131	DENTAL TECHNOLOGY 1
170132	DENTAL TECHNOLOGY 2
170200	DIAGNOSTIC AND TREATMENT SERVICES, OTHER
170211	FIRST AID
170221	EKG TECHNICIAN
170300	MEDICAL LABORATORY TECHNOLOGIES, OTHER
170311	LABORATORY PROGRAM 1
170312	LABORATORY PROGRAM 2
170321	CHEMICAL TECHNOLOGY 1

170322	CHEMICAL TECHNOLOGY 2
170400	MENTAL HEALTH/HUMAN SERVICES, OTHER
170411	HOME HEALTH AIDE
170421	COMMUNITY HEALTH
170431	MENTAL HEALTH WORKER
170500	MISCELLANEOUS ALLIED HEALTH SERVICES, OTHER
170511	HEALTH OCCUPATIONS 1
170521	HEALTH OCCUPATIONS 2
170522	CENTRAL SERVICE TECHNICIAN
170531	MEDICAL TERMINOLOGY
170541	MEDICAL RECORDS SECRETARY
170551	MEDICAL ASSISTING
170561	SPORTS MEDICINE
170571	VETERINARY SCIENCE
170581	CHEMISTRY FOR HEALTH SCIENCE
170591	HEALTH OCCUPATIONS, INDEPENDENT STUDY
170592	HEALTH OCCUPATIONS - COOPERATIVE EDUCATION 1
170593	HEALTH OCCUPATIONS - COOPERATIVE EDUCATION 2
170600	NURSING-RELATED SERVICES, OTHER
170621	NURSING, PRACTICAL
170631	NURSE'S AIDE AND ORDERLY
170641	NURSE'S AIDE, COOPERATIVE
170651	NURSE'S MATHEMATICS
170700	OPHTHALMIC SERVICES, OTHER
170711	OPTICAL SERVICES ASSISTANT
170800	REHABILITATION SERVICES, OTHER
179900	ALLIED HEALTH, OTHER
190100	HOME ECONOMICS, OTHER GENERAL
190200	BUSINESS HOME ECONOMICS, OTHER
190300	FAMILY AND COMMUNITY SERVICES, OTHER
190400	FAMILY/CONSUMER RESOURCE MANAGEMENT, OTHER
190500	FOOD SCIENCES AND HUMAN NUTRITION, OTHER
190600	HUMAN ENVIRONMENT AND HOUSING, OTHER
190700	INDIVIDUAL AND FAMILY DEVELOPMENT, OTHER
190800	INTERNATIONAL/COMPARATIVE HOME ECONOMICS, OTHER
190900	TEXTILES AND CLOTHING, OTHER
199900	HOME ECONOMICS, OTHER
200193	HOME ECONOMICS - COOPERATIVE EDUCATION 1
200194	HOME ECONOMICS - COOPERATIVE EDUCATION 2
200200	CHILD CARE AND GUIDANCE MANAGEMENT AND SERVICES, OTHER
200211	CHILD CARE SERVICES
200221	CHILD CARE AIDE
200231	CHILD CARE MANAGEMENT
200241	FOSTER CARE AND FAMILY CARE
200251	TEACHER AIDE/ELEMENTARY
200252	TEACHER AIDE/SECONDARY
200261	CHILD CARE - COOPERATIVE EDUCATION 1
200262	CHILD CARE - COOPERATIVE EDUCATION 2
200300	CLOTHING, APPAREL, AND TEXTILES MANAGEMENT, PRODUCTION, AND SERVICES, OTHER
200311	CLOTHING OCCUPATIONS 1
200312	CLOTHING OCCUPATIONS 2
200313	CLOTHING OCCUPATIONS 3
200314	CLOTHING OCCUPATIONS - COOPERATIVE EDUCATION 1
200315	CLOTHING OCCUPATIONS - COOPERATIVE EDUCATION 2
200321	CLOTHING MAINTENANCE AIDE
200331	COMMERCIAL GARMENT AND APPAREL CONSTRUCTION
200341	CUSTOM APPAREL CONSTRUCTION
200351	CUSTOM TAILORING AND ALTERATION
200361	WEDDING AND SPECIALTY CONSULTING

200371	FASHION AND FABRIC COORDINATION
200381	TEXTILES TESTING
200391	CLOTHING PRODUCTION MANAGEMENT
200400	FOOD PRODUCTION, MANAGEMENT AND SERVICES, OTHER
200411	FOOD SERVICE TRAINING
200412	FOOD SERVICE TRAINING 2
200413	FOOD SERVICES/RESTAURANT MANAGEMENT
200421	FOOD SERVICE COOPERATIVE TRAINING
200431	BAKING
200441	CHEF
200451	CATERING
200461	DIETETIC AIDE
200471	FOOD TESTING
200481	SCHOOL FOOD SERVICE
200500	HOME FURNISHINGS AND EQUIPMENT MANAGEMENT, PRODUCTION, AND SERVICES, OTHER
200511	HOUSING AND INTERIOR DESIGN 1
200512	HOUSING AND INTERIOR DESIGN 2
200513	INTERIOR DESIGN OCCUPATIONS
200521	FLORAL DESIGN
200531	HOME DECORATING
200541	HOME FURNISHINGS AIDE
200551	CUSTOM DRAPERY AND WINDOW TREATMENT DESIGN
200561	CUSTOM SLIPCOVERING AND UPHOLSTERING
200571	HOME-SERVICE ASSISTING 1
200572	HOME SERVICE ASSISTING 2
200573	HOME SERVICE ASST - COOPERATIVE EDUCATION 1
200574	HOME SERVICE ASST - COOPERATIVE EDUCATION 2
200600	INSTITUTIONAL, HOME MANAGEMENT, AND SUPPORTING SERVICES, OTHER
200611	CUSTODIAL SERVICES
200621	EXECUTIVE HOUSEKEEPING
200631	HOMEMAKER'S AIDE
200641	COMPANION TO THE AGED
200642	GERIATRICS 2
200643	GERIATRICS - COOPERATIVE EDUCATION 1
200644	GERIATRICS - COOPERATIVE EDUCATION 2
200651	CONSUMER AIDE
200661	THERAPEUTIC RECREATION AIDE
200671	INSTITUTIONAL, HOME MANAGEMENT SUPPORT SERVICES - COOPERATIVE EDUCATION
209900	VOCATIONAL HOME ECONOMICS, OTHER
210110	INDUSTRIAL OCCUPATIONS 2
210111	INDUSTRIAL COOPERATIVE WORK EXPERIENCE
210112	INDUSTRIAL COOPERATIVE WORK EXPERIENCE, ADVANCED
210121	MACHINE SHOP 1
210122	MACHINE SHOP 2
210123	MACHINE SHOP 3
210124	MACHINE SHOP 4
210125	INDUSTRIAL EDUCATION MANAGEMENT TRAINEE
210130	ELECTRICITY - COOPERATIVE EDUCATION 1
210131	ELECTRICITY - COOPERATIVE EDUCATION 2
210140	ELECTRONICS - COOPERATIVE EDUCATION 1
210141	ELECTRONICS - COOPERATIVE EDUCATION 2
210150	ELECTRICITY/ELECTRONICS - COOPERATIVE EDUCATION 1
210151	ELECTRICITY/ELECTRONICS - COOPERATIVE EDUCATION 2
310100	PARKS AND RECREATION, OTHER GENERAL
310111	RECREATION AIDE
310121	SEARCH AND RESCUE
310200	OUTDOOR RECREATION, OTHER
310211	WINTER/SKI RESORT OPERATION

310300	PARKS AND RECREATION MANAGEMENT, OTHER
310400	WATER RESOURCES, OTHER
319900	PARKS AND RECREATION, OTHER
320106	COOPERATIVE EDUCATION 1
320107	COOPERATIVE EDUCATION 2
320121	OFF-CAMPUS VO TECH TRAINING - UNSPECIFIED
430100	CRIMINAL JUSTICE, OTHER
430111	LAW ENFORCEMENT
430121	LAW SCIENCE
430200	FIRE PROTECTION, OTHER
430211	FIRE FIGHTING PRACTICES
430221	FIRE SAFETY EDUCATION
430311	SECURITY GUARD
439900	PROTECTIVE SERVICES, OTHER
460100	BRICKMASONRY, STONEMASONRY, AND TILE SETTING,OTHER
460111	MASONRY 1
460112	MASONRY 2
460113	MASONRY 3
460121	TILE SETTING AND PLASTERING
460131	CONCRETE TECHNICIAN
460200	CARPENTRY, OTHER
460211	CARPENTRY 1
460212	CARPENTRY 2
460213	CARPENTRY 3
460300	ELECTRICAL AND POWER TRANSMISSION INSTALLATION,
460311	HOUSEWIRING 1
460312	HOUSEWIRING 2
460321	ELECTRIC POWER AND COMMUNICATIONS LINEWORKER
460400	MISCELLANEOUS CONSTRUCTION TRADES, OTHER
460411	BUILDING CONSTRUCTION 1
460412	BUILDING CONSTRUCTION 2
460413	BUILDING CONSTRUCTION 3
460421	PAINTING AND DECORATING
460422	FLOORING INSTALLATION
460431	BUILDING MAINTENANCE
460451	BUILDING CONSTRUCTION - COOPERATIVE EDUCATION 1
460452	BUILDING CONSTRUCTION - COOPERATIVE EDUCATION 2
460500	PLUMBING, PIPEFITTING, AND STEAMFITTING, OTHER
460511	PLUMBING 1
460512	PLUMBING 2
469900	CONSTRUCTION TRADES, OTHER
470100	ELECTRICAL AND ELECTRONICS EQUIPMENT REPAIR, OTHER
470111	SMALL APPLIANCE REPAIR
470121	RADIO AND TV REPAIR 1
470122	RADIO AND TV REPAIR 2
470123	RADIO AND TV REPAIR 3
470124	TELECOMMUNICATIONS TECHNICIAN
470131	APPLIANCE REPAIR 1
470132	APPLIANCE REPAIR 2
470141	VENDING MACHINE REPAIR
470151	BUSINESS MACHINE REPAIR
470161	INDUSTRIAL ELECTRICITY
470171	INDUSTRIAL ELECTRONICS
470181	FOOD PROCESSING MACHINE MAINTENANCE TECHNICIAN/ REPAIR
470200	HEATING, AIR CONDITIONING, AND REFRIGERATION MECHANICS, OTHER
470211	AIR CONDITIONING, REFRIGERATION, AND HEATING
470212	AIR CONDITIONING, REFRIGERATION, AND HEATING, ADVANCED
470213	AIR CONDITIONING, REFRIGERATION AND HEATING 3
470300	INDUSTRIAL EQUIPMENT MAINTENANCE AND REPAIR, OTHER
470311	INDUSTRIAL MECHANICS 1

470312	INDUSTRIAL MECHANICS 2
470321	DIESEL MECHANICS
470331	INDUSTRIAL MAINTENANCE MECHANICS 1
470332	INDUSTRIAL MAINTENANCE MECHANICS 2
470341	PETROLEUM DRILLING EQUIPMENT OPERATION AND MAINTENANCE 1
470342	PETROLEUM DRILLING EQUIPMENT OPERATION AND MAINTENANCE 2
470400	MISCELLANEOUS MECHANICS AND REPAIRERS, OTHER
470411	MUSICAL INSTRUMENT REPAIR
470421	INSTRUMENT MAINTENANCE AND REPAIR
470431	SHOE REPAIR AND ORTHOPEDICS 1
470432	SHOE REPAIR AND ORTHOPEDICS 2
470433	WATCH AND CLOCK REPAIR
470434	BICYCLE REPAIR
470500	STATIONARY ENERGY SOURCES, OTHER
470511	POWER MECHANICS 1
470512	POWER MECHANICS 2
470513	POWER MECHANICS 3
470514	POWER MECHANICS 4
470521	HYDRAULICS AND PNEUMATICS
470600	VEHICLE AND MOBILE EQUIPMENT MECHANICS AND
470611	SMALL ENGINE REPAIR 1
470612	SMALL ENGINE REPAIR 2
470622	AUTO MECHANICS 2
470623	AUTO MECHANICS 3
470624	AUTO MECHANICS - COOPERATIVE EDUCATION 1
470625	AUTO MECHANICS - COOPERATIVE EDUCATION 2
470631	AUTO BODY 1
470632	AUTO BODY 2
470633	AUTO BODY 3
470641	AUTO SERVICE 1
470642	AUTO SERVICE 2
470661	AIRFRAMES 1
470662	AIRFRAMES 2
470671	AVIATION POWERPLANT 1
470672	AVIATION POWERPLANT 2
470673	AVIATION POWERPLANT 3
470674	AVIATION POWERPLANT 4
470681	AVIATION QUALITY CONTROL 1
470682	AVIATION QUALITY CONTROL 2
470691	AIRCRAFT SHEETMETAL 1
470692	AIRCRAFT SHEETMETAL 2
479900	MECHANICS AND REPAIRERS, OTHER
480100	DRAFTING, OTHER
480112	MECHANICAL DRAWING 2
480113	MECHANICAL DRAWING 3
480114	MECHANICAL DRAWING 4
480121	ARCHITECTURAL DRAWING 1
480122	ARCHITECTURAL DRAWING 2
480123	ARCHITECTURAL DRAWING 3
480124	ARCHITECTURAL DRAWING 4
480131	ENGINEERING DRAWING 1
480132	ENGINEERING DRAWING 2
480141	BLUEPRINT READING
480151	DRAFTING 1, COOPERATIVE
480152	DRAFTING 2, COOPERATIVE
480200	GRAPHIC AND PRINTING COMMUNICATIONS, OTHER
480211	COMMERCIAL ART 1
480212	COMMERCIAL ART 2
480213	COMMERCIAL ART, COOPERATIVE
480214	COMMERCIAL ART 3

480221	GRAPHIC ARTS 1
480222	GRAPHIC ARTS 2
480223	GRAPHIC ARTS 3
480224	GRAPHIC ARTS 4
480231	SIGN PAINTING 1
480232	SIGN PAINTING 2
480233	SIGN PAINTING 3
480241	BINDERY
480251	ELECTRONIC COMPOSITION
480261	COPY EDITING
480300	LEATHERWORKING AND UPHOLSTERING, OTHER
480312	LEATHERWORK 2
480321	UPHOLSTERY
480322	UPHOLSTERY, ADVANCED
480331	AUTO UPHOLSTERY
480400	PRECISION FOOD PRODUCTION, OTHER
480411	MEATCUTTING 1
480412	MEATCUTTING 2
480500	PRECISION METAL WORK, OTHER
480512	METAL 2
480513	METAL 3
480514	METAL 4
480521	WELDING 1
480522	WELDING 2
480523	WELDING 3
480524	WELDING - COOPERATIVE EDUCATION
480531	SHEET METAL 1
480532	SHEET METAL 2
480541	METAL RESTORATION
480551	FOUNDRY 1
480552	FOUNDRY 2
480600	PRECISION WORK, ASSORTED MATERIALS, OTHER
480611	PLASTICS 1
480612	PLASTICS 2
480621	SPACE AGE PLASTICS
480700	WOODWORKING, OTHER
480712	WOODWORKING 2
480713	WOODWORKING 3
480714	WOODWORKING 4
480721	FURNITURE REFINISHING
480731	CABINETMAKING 1
480732	CABINETMAKING 2
489900	PRECISION PRODUCTION, OTHER
490121	AVIATION TECHNOLOGY 1
490122	AVIATION TECHNOLOGY 2
490123	AVIATION TECHNOLOGY 3
490124	AVIATION TECHNOLOGY 4
490131	AIR TRAVEL SERVICE OCCUPATIONS
490141	AIRCRAFT PARTS MANAGEMENT 1
490142	AIRCRAFT PARTS MANAGEMENT 2
490200	VEHICLE AND EQUIPMENT OPERATION, OTHER
490211	FORKLIFT OPERATOR
490212	TRACTOR-TRAILER TRUCK DRIVING
490213	HEAVY VEHICLE OPERATION/EARTH MOVING EQUIPMENT
490214	BUS DRIVER/CHAUFFEUR
490300	WATER TRANSPORTATION, OTHER
490311	MARINE MECHANICS, BASIC
490312	MARINE MECHANICS, ADVANCED
490321	BOAT BUILDING
490331	NAVIGATION

490341	AQUATIC OCCUPATIONS
490411	INTRODUCTION TO TRANSPORTATION INDUSTRY
490412	TRANSPORTATION TECHNOLOGY 2
490421	TRANSPORTATION/TRAFFIC TECHNICIAN
499900	TRANSPORTATION AND MATERIAL MOVING, OTHER

STUB0801: GENERAL INTRODUCTORY *

CSSC CODE	TITLE
010111	AGRIBUSINESS, INTRODUCTION
010311	AGRICULTURAL PRODUCTION, GENERAL
020111	AGRICULTURAL SCIENCES, GENERAL
060100	BUSINESS AND MANAGEMENT, OTHER GENERAL
060111	BUSINESS INTRODUCTION
060121	BUSINESS LAW
060131	BUSINESS, INDEPENDENT STUDY
060300	BANKING AND FINANCE, OTHER
060311	FINANCIAL CAREERS
080711	DISTRIBUTIVE EDUCATION 1
170511	HEALTH OCCUPATIONS 1
320106	COOPERATIVE EDUCATION 1
320107	COOPERATIVE EDUCATION 2

STUB0802: AGRICULTURE *

CSSC CODE	TITLE
010100	AGRICULTURAL BUSINESS AND MANAGEMENT, OTHER
010121	AGRICULTURAL BUSINESS OPERATION
010131	FARM AND RANCH MANAGEMENT
010141	STATE AND COMMUNITY AGRICULTURE
010151	AGRICULTURAL MATHEMATICS
010161	AGRICULTURAL MICROPROCESSING
010171	AGRICULTURE COOPERATIVES
010172	AGRICULTURAL COOPERATIVE EDUCATION II
010181	AGRICULTURE, INDEPENDENT STUDY
010182	SOEP - SUPERVISED OCCUPATIONAL EXPERIENCE PROGRAM
010200	AGRICULTURAL MECHANICS, OTHER
010211	AGRICULTURAL MECHANICS, GENERAL
010212	AGRICULTURAL MECHANICS 2
010213	AGRICULTURAL MECHANICS 3
010214	AGRICULTURAL MECHANICS 4
010221	WELDING, AGRICULTURAL
010231	POWER AND MACHINERY, AGRICULTURAL
010241	FARM CONSTRUCTION
010251	ELECTRICITY AND ELECTRONICS, AGRICULTURAL
010261	SOIL AND WATER MECHANICAL PRACTICES
010271	SURVEYING, AGRICULTURAL
010300	AGRICULTURAL PRODUCTION, OTHER
010312	AGRICULTURE TECHNOLOGY 1
010313	AGRICULTURE TECHNOLOGY 2
010321	ANIMAL PRODUCTION
010331	CROP PRODUCTION
010400	AGRICULTURAL PRODUCTS AND PROCESSING, OTHER
010411	AGRICULTURAL PRODUCTS AND PROCESSING I
010412	AGRICULTURAL PRODUCTS AND PROCESSING II
010421	AGRICULTURAL PRODUCTS AND PROCESSING - COOPERATIVE EDUCATION
010500	AGRICULTURAL SERVICES AND SUPPLIES, OTHER
010511	AGRICULTURAL SUPPLIES MARKETING
010521	ANIMAL GROOMING
010600	HORTICULTURE, OTHER
010611	HORTICULTURE
010621	FLORICULTURE
010631	LANDSCAPING
010632	LANDSCAPING, ADVANCED
010641	GREENHOUSE MANAGEMENT
010651	NURSERY OPERATIONS AND MANAGEMENT
010661	HORTICULTURE POWER EQUIPMENT OPERATION AND MAINTENANCE
010662	HORTICULTURAL MECHANICS II
010671	TURF MANAGEMENT
010681	FRUIT AND VEGETABLE PRODUCTION
010700	INTERNATIONAL AGRICULTURE, OTHER
019900	AGRIBUSINESS AND AGRICULTURAL PRODUCTION, OTHER
020100	AGRICULTURAL SCIENCES, OTHER GENERAL
020121	AGRICULTURAL OCCUPATIONS 1
020122	AGRICULTURAL OCCUPATIONS 2
020123	AGRICULTURAL OCCUPATIONS 3
020124	AGRICULTURAL OCCUPATIONS 4
020200	ANIMAL SCIENCES, OTHER
020211	ANIMAL SCIENCES 1
020212	ANIMAL SCIENCES 2
020221	LIVESTOCK 9

020222	LIVESTOCK 10
020231	POULTRY
020241	DAIRY PRODUCTION
020251	NUTRITION AND FEEDS
020261	HORSE PRODUCTION
020262	HORSESHOEING/FARRIER TRAINING
020271	SMALL ANIMAL PRODUCTION 1
020272	SMALL ANIMAL PRODUCTION 2
020281	FISH PRODUCTION
020300	FOOD SCIENCES, OTHER
020400	PLANT SCIENCES, OTHER
020411	AGRONOMY
020421	ORNAMENTAL HORTICULTURE 1
020422	ORNAMENTAL HORTICULTURE 2
020423	ORNAMENTAL HORTICULTURE 3
020500	SOIL SCIENCES, OTHER
020511	SOIL SCIENCES, GENERAL
020521	FERTILIZERS AND CHEMICALS
029900	AGRICULTURAL SCIENCES, OTHER
030100	RENEWABLE NATURAL RESOURCES. OTHER GENERAL
030200	CONSERVATION AND REGULATION, OTHER
030211	CONSERVATION AND REGULATION
030212	ENVIRONMENTAL MANAGEMENT 1
030213	ENVIRONMENTAL MANAGEMENT 2
030221	ENVIRONMENTAL MANAGEMENT - COOPERATIVE EDUCATION
030300	FISHING AND FISHERIES, OTHER
030311	WATERMAN OCCUPATIONS
030400	FORESTRY PRODUCTION AND PROCESSING, OTHER
030500	FORESTRY AND RELATED SCIENCES, OTHER
030511	FORESTRY SCIENCE 1
030512	FORESTRY SCIENCE 2
030521	FORESTRY OCCUPATIONS - WORK EXPERIENCE
030600	WILDLIFE MANAGEMENT, OTHER
030611	WILDLIFE MANAGEMENT
030621	RURAL RECREATION
039900	RENEWABLE NATURAL RESOURCES, OTHER

STUB0803: BUSINESS *

CSSC CODE	TITLE
060141	BUSINESS EDUCATION, COOPERATIVE
060200	ACCOUNTING, OTHER
060211	ACCOUNTING/BUSINESS MANAGEMENT CAREERS - INTEGRATED CURRICULUM
060331	CONSUMER LENDING
060400	BUSINESS ADMINISTRATION AND MANAGEMENT, OTHER
060411	BUSINESS ORGANIZATION AND MANAGEMENT
061000	INVESTMENTS AND SECURITIES, OTHER
061011	INVESTMENTS AND TAXATION
061800	SMALL BUSINESS MANAGEMENT AND OWNERSHIP, OTHER
061811	SMALL BUSINESS MANAGEMENT
061900	TAXATION, OTHER
070100	ACCOUNTING, BOOKKEEPING, AND RELATED PROGRAMS, OTHER
070111	BOOKKEEPING 1
070112	BOOKKEEPING 2
070121	ACCOUNTING 1
070122	ACCOUNTING 2
070131	ACCOUNTING, COLLEGE
070141	BOOKKEEPING AND ACCOUNTING 1
070142	BOOKKEEPING AND ACCOUNTING 2
070151	RECORDKEEPING 1
070152	RECORDKEEPING 2
070153	PERSONAL RECORDKEEPING
070161	OFFICE MACHINES
070162	OFFICE MACHINES, VOCATIONAL
070200	BANKING AND RELATED FINANCIAL PROGRAMS, OTHER
070201	BANKING & FINANCIAL CAREERS
070211	BANK TELLER
070221	FINANCIAL MATHEMATICS
070231	BANK PROOF OPERATOR
070241	BANK DATA ENTRY OCCUPATIONS
070251	BANKING AND FINANCIAL CAREERS - COOPERATIVE EDUCATION
070341	KEY PUNCH OPERATOR
070351	DATA ENTRY OPERATOR 1
070352	DATA ENTRY OPERATOR 2
070371	PERIPHERAL COMPUTER OPERATOR
070600	SECRETARIAL AND RELATED PROGRAMS, OTHER
070611	SHORTHAND 1
070612	SHORTHAND 2
070621	TRANSCRIPTION
070631	SECRETARIAL ADMINISTRATION 1
070632	SECRETARIAL ADMINISTRATION 2
070641	WORD PROCESSING 1
070642	WORD PROCESSING 2
070643	WORD PROCESSING 3
070651	REPROGRAPHICS
070661	LEGAL OFFICE PROCEDURES
070662	COURT REPORTER
070671	MEDICAL OFFICE PROCEDURES
070681	LEGAL/MEDICAL OFFICE PROCEDURES
070700	TYPING, GENERAL OFFICE, AND RELATED PROGRAMS,OTHER
070712	TYPEWRITING 2
070713	TYPEWRITING 3
070731	OFFICE PROCEDURES 1
070732	OFFICE PROCEDURES 2
070733	SIMULATED OFFICE

070741	OFFICE EDUCATION 1, COOPERATIVE
070742	OFFICE EDUCATION 2, COOPERATIVE
079900	BUSINESS AND OFFICE, OTHER

STUB0804: MARKETING AND DISTRIBUTION *

CSSC CODE	TITLE
060321	REAL ESTATE FINANCE
060700	INSTITUTIONAL MANAGEMENT, OTHER
060711	HOTEL AND MOTEL MANAGEMENT
060712	HOTEL AND MOTEL TRAINING
060800	INSURANCE AND RISK MANAGEMENT, OTHER
060811	INSURANCE CAREERS
061400	MARKETING MANAGEMENT AND RESEARCH, OTHER
061411	MARKETING MANAGEMENT AND DECISION MAKING
061700	REAL ESTATE, OTHER
061711	REAL ESTATE MARKETING
080100	APPAREL AND ACCESSORIES MARKETING, OTHER
080111	FASHION MERCHANDISING
080121	FASHION DESIGN AND ILLUSTRATION
080131	FASHION MERCHANDISING - COOPERATIVE EDUCATION 1
080132	FASHION MERCHANDISING - COOPERATIVE EDUCATION 2
080200	BUSINESS AND PERSONAL SERVICES MARKETING, OTHER
080300	ENTREPRENEURSHIP, OTHER
080311	STARTING YOUR OWN BUSINESS
080400	FINANCIAL SERVICES MARKETING, OTHER
080500	FLORISTRY, FARM AND GARDEN SUPPLIES MARKETING, OTHER
080511	FLORAL SALES
080600	FOOD MARKETING, OTHER
080611	FOOD MARKETING/DISTRIBUTION - OVERVIEW
080612	GROCERY MANAGEMENT
080621	FOOD MARKETING - COOPERATIVE EDUCATION 1
080700	GENERAL MARKETING, OTHER
080712	DISTRIBUTIVE EDUCATION 2
080713	DISTRIBUTIVE EDUCATION 3
080721	DISTRIBUTIVE EDUCATION 1, COOPERATIVE
080722	DISTRIBUTIVE EDUCATION 2, COOPERATIVE
080731	SALESMANSHIP
080741	RETAIL LEARNING LABORATORY
080751	CASHIER CHECKER TRAINING
080761	WAREHOUSING INDUSTRIAL AND WHOLESALE MATERIAL HANDLING
080771	DISTRIBUTIVE EDUCATION, INDEPENDENT STUDY
080800	HOME AND OFFICE PRODUCTS MARKETING, OTHER
080811	COMPUTER SALES REPRESENTATIVE
080900	HOSPITALITY AND RECREATION MARKETING, OTHER
080911	ORIENTATION TO HOSPITALITY CAREERS
080921	HOSPITALITY SALES 1
080922	HOSPITALITY SALES 2
081000	INSURANCE MARKETING, OTHER
081100	TRANSPORTATION AND TRAVEL MARKETING, OTHER
081111	TOURISM SERVICES
081121	ENTERTAINMENT PARK/TOURISM - COOPERATIVE EDUCATION
081200	VEHICLES AND PETROLEUM MARKETING, OTHER
081211	AUTO PARTS MERCHANDISING
081221	AUTOMOTIVE PROFESSIONAL TRAINING
089900	MARKETING AND DISTRIBUTION, OTHER
090200	ADVERTISING, OTHER
090211	ADVERTISING
120200	ENTERTAINMENT SERVICES, OTHER
310100	PARKS AND RECREATION, OTHER GENERAL
310111	RECREATION AIDE
310121	SEARCH AND RESCUE

310200	OUTDOOR RECREATION, OTHER
310211	WINTER/SKI RESORT OPERATION
310300	PARKS AND RECREATION MANAGEMENT, OTHER
310400	WATER RESOURCES, OTHER
319900	PARKS AND RECREATION, OTHER

STUB0805: HEALTH AND HUMAN SERVICES *

CSSC CODE	TITLE
120300	FUNERAL SERVICES, OTHER
170100	DENTAL SERVICES, OTHER
170111	DENTAL ASSISTANT 1
170112	DENTAL ASSISTANT 2
170121	DENTAL ASSISTANT, COOPERATIVE
170131	DENTAL TECHNOLOGY 1
170132	DENTAL TECHNOLOGY 2
170200	DIAGNOSTIC AND TREATMENT SERVICES, OTHER
170211	FIRST AID
170221	EKG TECHNICIAN
170311	LABORATORY PROGRAM 1
170312	LABORATORY PROGRAM 2
170400	MENTAL HEALTH/HUMAN SERVICES, OTHER
170411	HOME HEALTH AIDE
170421	COMMUNITY HEALTH
170431	MENTAL HEALTH WORKER
170500	MISCELLANEOUS ALLIED HEALTH SERVICES, OTHER
170521	HEALTH OCCUPATIONS 2
170522	CENTRAL SERVICE TECHNICIAN
170531	MEDICAL TERMINOLOGY
170541	MEDICAL RECORDS SECRETARY
170551	MEDICAL ASSISTING
170561	SPORTS MEDICINE
170571	VETERINARY SCIENCE
170581	CHEMISTRY FOR HEALTH SCIENCE
170591	HEALTH OCCUPATIONS, INDEPENDENT STUDY
170592	HEALTH OCCUPATIONS - COOPERATIVE EDUCATION 1
170593	HEALTH OCCUPATIONS - COOPERATIVE EDUCATION 2
170600	NURSING-RELATED SERVICES, OTHER
170621	NURSING, PRACTICAL
170631	NURSE'S AIDE AND ORDERLY
170641	NURSE'S AIDE, COOPERATIVE
170651	NURSE'S MATHEMATICS
170700	OPHTHALMIC SERVICES, OTHER
170711	OPTICAL SERVICES ASSISTANT
170800	REHABILITATION SERVICES, OTHER
179900	ALLIED HEALTH, OTHER
430100	CRIMINAL JUSTICE, OTHER
430111	LAW ENFORCEMENT
430121	LAW SCIENCE
430200	FIRE PROTECTION, OTHER
430211	FIRE FIGHTING PRACTICES
430221	FIRE SAFETY EDUCATION
430311	SECURITY GUARD
439900	PROTECTIVE SERVICES, OTHER

STUB0806: OCCUPATIONAL HOME ECONOMICS *

CSSC CODE	TITLE
040500	INTERIOR DESIGN, OTHER
040511	INTERIOR DESIGN
190100	HOME ECONOMICS, OTHER GENERAL
190200	BUSINESS HOME ECONOMICS, OTHER
190300	FAMILY AND COMMUNITY SERVICES, OTHER
190400	FAMILY/CONSUMER RESOURCE MANAGEMENT, OTHER
190500	FOOD SCIENCES AND HUMAN NUTRITION, OTHER
190600	HUMAN ENVIRONMENT AND HOUSING, OTHER
190700	INDIVIDUAL AND FAMILY DEVELOPMENT, OTHER
190800	INTERNATIONAL/COMPARATIVE HOME ECONOMICS, OTHER
190900	TEXTILES AND CLOTHING, OTHER
199900	HOME ECONOMICS, OTHER
200193	HOME ECONOMICS - COOPERATIVE EDUCATION 1
200194	HOME ECONOMICS - COOPERATIVE EDUCATION 2
200200	CHILD CARE AND GUIDANCE MANAGEMENT AND SERVICES, OTHER
200211	CHILD CARE SERVICES
200221	CHILD CARE AIDE
200231	CHILD CARE MANAGEMENT
200241	FOSTER CARE AND FAMILY CARE
200251	TEACHER AIDE/ELEMENTARY
200252	TEACHER AIDE/SECONDARY
200261	CHILD CARE - COOPERATIVE EDUCATION 1
200262	CHILD CARE - COOPERATIVE EDUCATION 2
200300	CLOTHING, APPAREL, AND TEXTILES MANAGEMENT, PRODUCTION, AND SERVICES, OTHER
200311	CLOTHING OCCUPATIONS 1
200312	CLOTHING OCCUPATIONS 2
200313	CLOTHING OCCUPATIONS 3
200314	CLOTHING OCCUPATIONS - COOPERATIVE EDUCATION 1
200315	CLOTHING OCCUPATIONS - COOPERATIVE EDUCATION 2
200321	CLOTHING MAINTENANCE AIDE
200331	COMMERCIAL GARMENT AND APPAREL CONSTRUCTION
200341	CUSTOM APPAREL CONSTRUCTION
200351	CUSTOM TAILORING AND ALTERATION
200361	WEDDING AND SPECIALTY CONSULTING
200371	FASHION AND FABRIC COORDINATION
200381	TEXTILES TESTING
200391	CLOTHING PRODUCTION MANAGEMENT
200400	FOOD PRODUCTION, MANAGEMENT AND SERVICES, OTHER
200411	FOOD SERVICE TRAINING
200412	FOOD SERVICE TRAINING 2
200413	FOOD SERVICES/RESTAURANT MANAGEMENT
200421	FOOD SERVICE COOPERATIVE TRAINING
200431	BAKING
200441	CHEF
200451	CATERING
200461	DIETETIC AIDE
200471	FOOD TESTING
200481	SCHOOL FOOD SERVICE
200500	HOME FURNISHINGS AND EQUIPMENT MANAGEMENT, PRODUCTION, AND SERVICES, OTHER
200511	HOUSING AND INTERIOR DESIGN 1
200512	HOUSING AND INTERIOR DESIGN 2
200513	INTERIOR DESIGN OCCUPATIONS
200521	FLORAL DESIGN

200531	HOME DECORATING
200541	HOME FURNISHINGS AIDE
200551	CUSTOM DRAPERY AND WINDOW TREATMENT DESIGN
200561	CUSTOM SLIPCOVERING AND UPHOLSTERING
200571	HOME-SERVICE ASSISTING 1
200572	HOME SERVICE ASSISTING 2
200573	HOME SERVICE ASST - COOPERATIVE EDUCATION 1
200574	HOME SERVICE ASST - COOPERATIVE EDUCATION 2
200600	INSTITUTIONAL, HOME MANAGEMENT, AND SUPPORTING SERVICES, OTHER
200611	CUSTODIAL SERVICES
200621	EXECUTIVE HOUSEKEEPING
200631	HOMEMAKER'S AIDE
200641	COMPANION TO THE AGED
200642	GERIATRICS 2
200643	GERIATRICS - COOPERATIVE EDUCATION 1
200644	GERIATRICS - COOPERATIVE EDUCATION 2
200651	CONSUMER AIDE
200661	THERAPEUTIC RECREATION AIDE
200671	INSTITUTIONAL, HOME MANAGEMENT SUPPORT SERVICES - COOPERATIVE EDUCATION
209900	VOCATIONAL HOME ECONOMICS, OTHER

STUB0807: TRADE AND INDUSTRY *

CSSC CODE	TITLE
120100	DRYCLEANING AND LAUNDERING SERVICES, OTHER
120111	DRY CLEANING 1
120112	DRY CLEANING 2
120400	PERSONAL SERVICES, OTHER
120412	COSMETOLOGY 2
120413	COSMETOLOGY 3
120414	COSMETOLOGY - COOPERATIVE EDUCATION 2
120415	COSMETOLOGY - COOPERATIVE EDUCATION 2
120421	BARBERING 1
120422	BARBERING 2
120423	BARBERING 3
120431	PERSONAL SERVICES OCCUPATIONS
120511	GENERAL SERVICES OCCUPATIONS 1
120512	GENERAL SERVICES OCCUPATIONS 2
120513	GENERAL SERVICES OCCUPATIONS 3
120514	GENERAL SERVICES OCCUPATIONS 4
120521	BUILDING & GROUNDS MAINTENANCE OCCUPATIONS 1
120522	BUILDING & GROUNDS MAINTENANCE OCCUPATIONS 2
120531	INDUSTRIAL MAINTENANCE/MECHANICS 1
120532	INDUSTRIAL MAINTENANCE/MECHANICS 2
129900	CONSUMER, PERSONAL, AND MISCELLANEOUS SERVICES, OTHER
150100	ARCHITECTURAL TECHNOLOGIES, OTHER
150111	STRUCTURAL ENGINEERING TECHNICIAN
150200	CIVIL TECHNOLOGIES, OTHER
150211	SURVEYING
150221	CIVIL ENGINEERING TECHNICIAN
150300	ELECTRICAL AND ELECTRONIC TECHNOLOGIES, OTHER
150311	AUDIO ELECTRONICS
150321	ELECTRICAL TECHNOLOGY
150331	ELECTRONIC TECHNOLOGY 1
150332	ELECTRONIC TECHNOLOGY 2
150333	ELECTRONICS FABRICATION
150341	ELECTRICAL/ELECTRONICS ENGINEERING TECHNICIAN
150400	ELECTROMECHANICAL INSTRUMENTATION AND MAINTENANCE
150411	ELECTROMECHANICAL TECHNOLOGY 1
150412	ELECTROMECHANICAL TECHNOLOGY 2
150421	INSTRUMENTATION TECHNOLOGY
150500	ENVIRONMENTAL CONTROL TECHNOLOGIES, OTHER
150511	ENVIRONMENTAL CONTROL TECHNOLOGIES
150600	INDUSTRIAL PRODUCTION TECHNOLOGIES, OTHER
150601	INDUSTRIAL RESEARCH & DEVELOPMENT
150611	INDUSTRIAL PRODUCTION TECHNOLOGY 1
150612	INDUSTRIAL PRODUCTION TECHNOLOGY 2
150631	OPTICS TECHNOLOGY
150700	QUALITY CONTROL AND SAFETY TECHNOLOGIES, OTHER
150711	QUALITY CONTROL TECHNOLOGY
150800	MECHANICAL AND RELATED TECHNOLOGIES, OTHER
150811	AUTOMOTIVE DESIGN & TECHNOLOGY
150821	MECHANICAL ENGINEERING TECHNOLOGY
150900	MINING AND PETROLEUM TECHNOLOGIES, OTHER
150911	MINING TECHNOLOGY
150921	PETROLEUM TECHNOLOGY
159900	ENGINEERING AND ENGINEERING-RELATED TECHNOLOGIES, OTHER
210110	INDUSTRIAL OCCUPATIONS 2
210111	INDUSTRIAL COOPERATIVE WORK EXPERIENCE

210112	INDUSTRIAL COOPERATIVE WORK EXPERIENCE, ADVANCED
210121	MACHINE SHOP 1
210122	MACHINE SHOP 2
210123	MACHINE SHOP 3
210124	MACHINE SHOP 4
210125	INDUSTRIAL EDUCATION MANAGEMENT TRAINEE
210130	ELECTRICITY - COOPERATIVE EDUCATION 1
210131	ELECTRICITY - COOPERATIVE EDUCATION 2
210140	ELECTRONICS - COOPERATIVE EDUCATION 1
210141	ELECTRONICS - COOPERATIVE EDUCATION 2
210150	ELECTRICITY/ELECTRONICS - COOPERATIVE EDUCATION 1
210151	ELECTRICITY/ELECTRONICS - COOPERATIVE EDUCATION 2
460100	BRICKMASONRY, STONEMASONRY, AND TILE SETTING,OTHER
460111	MASONRY 1
460112	MASONRY 2
460113	MASONRY 3
460121	TILE SETTING AND PLASTERING
460131	CONCRETE TECHNICIAN
460200	CARPENTRY, OTHER
460211	CARPENTRY 1
460212	CARPENTRY 2
460213	CARPENTRY 3
460300	ELECTRICAL AND POWER TRANSMISSION INSTALLATION,
460311	HOUSEWIRING 1
460312	HOUSEWIRING 2
460321	ELECTRIC POWER AND COMMUNICATIONS LINEWORKER
460400	MISCELLANEOUS CONSTRUCTION TRADES, OTHER
460411	BUILDING CONSTRUCTION 1
460412	BUILDING CONSTRUCTION 2
460413	BUILDING CONSTRUCTION 3
460421	PAINTING AND DECORATING
460422	FLOORING INSTALLATION
460431	BUILDING MAINTENANCE
460451	BUILDING CONSTRUCTION - COOPERATIVE EDUCATION 1
460452	BUILDING CONSTRUCTION - COOPERATIVE EDUCATION 2
460500	PLUMBING, PIPEFITTING, AND STEAMFITTING, OTHER
460511	PLUMBING 1
460512	PLUMBING 2
469900	CONSTRUCTION TRADES, OTHER
470100	ELECTRICAL AND ELECTRONICS EQUIPMENT REPAIR, OTHER
470111	SMALL APPLIANCE REPAIR
470121	RADIO AND TV REPAIR 1
470122	RADIO AND TV REPAIR 2
470123	RADIO AND TV REPAIR 3
470124	TELECOMMUNICATIONS TECHNICIAN
470131	APPLIANCE REPAIR 1
470132	APPLIANCE REPAIR 2
470141	VENDING MACHINE REPAIR
470151	BUSINESS MACHINE REPAIR
470161	INDUSTRIAL ELECTRICITY
470171	INDUSTRIAL ELECTRONICS
470181	FOOD PROCESSING MACHINE MAINTENANCE TECHNICIAN/ REPAIR
470200	HEATING, AIR CONDITIONING, AND REFRIGERATION MECHANICS, OTHER
470211	AIR CONDITIONING, REFRIGERATION, AND HEATING
470212	AIR CONDITIONING, REFRIGERATION, AND HEATING, ADVANCED
470213	AIR CONDITIONING, REFRIGERATION AND HEATING 3
470300	INDUSTRIAL EQUIPMENT MAINTENANCE AND REPAIR, OTHER
470311	INDUSTRIAL MECHANICS 1
470312	INDUSTRIAL MECHANICS 2
470321	DIESEL MECHANICS

470331	INDUSTRIAL MAINTENANCE MECHANICS 1
470332	INDUSTRIAL MAINTENANCE MECHANICS 2
470341	PETROLEUM DRILLING EQUIPMENT OPERATION AND MAINTENANCE 1
470342	PETROLEUM DRILLING EQUIPMENT OPERATION AND MAINTENANCE 2
470400	MISCELLANEOUS MECHANICS AND REPAIRERS, OTHER
470411	MUSICAL INSTRUMENT REPAIR
470421	INSTRUMENT MAINTENANCE AND REPAIR
470431	SHOE REPAIR AND ORTHOPEDICS 1
470432	SHOE REPAIR AND ORTHOPEDICS 2
470433	WATCH AND CLOCK REPAIR
470434	BICYCLE REPAIR
470500	STATIONARY ENERGY SOURCES, OTHER
470511	POWER MECHANICS 1
470512	POWER MECHANICS 2
470513	POWER MECHANICS 3
470514	POWER MECHANICS 4
470521	HYDRAULICS AND PNEUMATICS
470600	VEHICLE AND MOBILE EQUIPMENT MECHANICS AND
470611	SMALL ENGINE REPAIR 1
470612	SMALL ENGINE REPAIR 2
470622	AUTO MECHANICS 2
470623	AUTO MECHANICS 3
470624	AUTO MECHANICS - COOPERATIVE EDUCATION 1
470625	AUTO MECHANICS - COOPERATIVE EDUCATION 2
470631	AUTO BODY 1
470632	AUTO BODY 2
470633	AUTO BODY 3
470641	AUTO SERVICE 1
470642	AUTO SERVICE 2
470661	AIRFRAMES 1
470662	AIRFRAMES 2
470671	AVIATION POWERPLANT 1
470672	AVIATION POWERPLANT 2
470673	AVIATION POWERPLANT 3
470674	AVIATION POWERPLANT 4
470681	AVIATION QUALITY CONTROL 1
470682	AVIATION QUALITY CONTROL 2
470691	AIRCRAFT SHEETMETAL 1
470692	AIRCRAFT SHEETMETAL 2
479900	MECHANICS AND REPAIRERS, OTHER
480100	DRAFTING, OTHER
480112	MECHANICAL DRAWING 2
480113	MECHANICAL DRAWING 3
480114	MECHANICAL DRAWING 4
480121	ARCHITECTURAL DRAWING 1
480122	ARCHITECTURAL DRAWING 2
480123	ARCHITECTURAL DRAWING 3
480124	ARCHITECTURAL DRAWING 4
480131	ENGINEERING DRAWING 1
480132	ENGINEERING DRAWING 2
480141	BLUEPRINT READING
480151	DRAFTING 1, COOPERATIVE
480152	DRAFTING 2, COOPERATIVE
480200	GRAPHIC AND PRINTING COMMUNICATIONS, OTHER
480211	COMMERCIAL ART 1
480212	COMMERCIAL ART 2
480213	COMMERCIAL ART, COOPERATIVE
480214	COMMERCIAL ART 3
480221	GRAPHIC ARTS 1
480222	GRAPHIC ARTS 2

480223	GRAPHIC ARTS 3
480224	GRAPHIC ARTS 4
480231	SIGN PAINTING 1
480232	SIGN PAINTING 2
480233	SIGN PAINTING 3
480241	BINDERY
480251	ELECTRONIC COMPOSITION
480261	COPY EDITING
480300	LEATHERWORKING AND UPHOLSTERING, OTHER
480312	LEATHERWORK 2
480321	UPHOLSTERY
480322	UPHOLSTERY, ADVANCED
480331	AUTO UPHOLSTERY
480400	PRECISION FOOD PRODUCTION, OTHER
480411	MEATCUTTING 1
480412	MEATCUTTING 2
480500	PRECISION METAL WORK, OTHER
480512	METAL 2
480513	METAL 3
480514	METAL 4
480521	WELDING 1
480522	WELDING 2
480523	WELDING 3
480524	WELDING - COOPERATIVE EDUCATION
480531	SHEET METAL 1
480532	SHEET METAL 2
480541	METAL RESTORATION
480551	FOUNDRY 1
480552	FOUNDRY 2
480600	PRECISION WORK, ASSORTED MATERIALS, OTHER
480611	PLASTICS 1
480612	PLASTICS 2
480621	SPACE AGE PLASTICS
480700	WOODWORKING, OTHER
480712	WOODWORKING 2
480713	WOODWORKING 3
480714	WOODWORKING 4
480721	FURNITURE REFINISHING
480731	CABINETMAKING 1
480732	CABINETMAKING 2
489900	PRECISION PRODUCTION, OTHER
490121	AVIATION TECHNOLOGY 1
490122	AVIATION TECHNOLOGY 2
490123	AVIATION TECHNOLOGY 3
490124	AVIATION TECHNOLOGY 4
490131	AIR TRAVEL SERVICE OCCUPATIONS
490141	AIRCRAFT PARTS MANAGEMENT 1
490142	AIRCRAFT PARTS MANAGEMENT 2
490200	VEHICLE AND EQUIPMENT OPERATION, OTHER
490211	FORKLIFT OPERATOR
490212	TRACTOR-TRAILER TRUCK DRIVING
490213	HEAVY VEHICLE OPERATION/EARTH MOVING EQUIPMENT
490214	BUS DRIVER/CHAUFFEUR
490300	WATER TRANSPORTATION, OTHER
490311	MARINE MECHANICS, BASIC
490312	MARINE MECHANICS, ADVANCED
490321	BOAT BUILDING
490331	NAVIGATION
490341	AQUATIC OCCUPATIONS
490411	INTRODUCTION TO TRANSPORTATION INDUSTRY

490412	TRANSPORTATION TECHNOLOGY 2
490421	TRANSPORTATION/TRAFFIC TECHNICIAN
499900	TRANSPORTATION AND MATERIAL MOVING, OTHER

STUB0808: TECHNICAL *

CSSC CODE	TITLE
080781	TELEPHONE SERVICE REPRESENTATIVE
080782	TELEPHONE DIRECTORY ASSISTANT
100100	COMMUNICATION TECHNOLOGIES, OTHER
100141	BROADCAST MANAGEMENT 1
100142	BROADCAST MANAGEMENT 2
100143	BROADCASTING PRACTICUM
100161	RADIO PRODUCTION
100171	TELEVISION PRODUCTION 1
100172	TELEVISION PRODUCTION 2
100173	TELEVISION PRODUCTION 3
100174	TELEVISION PRODUCTION 4
100181	CABLE TELEVISION
100191	RADIO/TELEVISION PRODUCTION 1
100192	RADIO/TELEVISION PRODUCTION 2
150621	CHEMICAL MANUFACTURING TECHNOLOGY
170300	MEDICAL LABORATORY TECHNOLOGIES, OTHER
170321	CHEMICAL TECHNOLOGY 1
170322	CHEMICAL TECHNOLOGY 2

STUB0900: VISUAL AND PERFORMING ARTS *

CSSC CODE	TITLE
100131	PHOTOGRAPHY, COMMERCIAL
100132	PHOTOGRAPHY, ADVANCED COMMERCIAL
100151	FILM MAKING AND PRODUCTION 1
100152	FILM MAKING AND PRODUCTION 2
500100	VISUAL AND PERFORMING ARTS, OTHER GENERAL
500111	AESTHETICS
500200	CRAFTS, OTHER
500211	CRAFTS 7
500212	CRAFTS 8
500213	CRAFTS 9
500214	CRAFTS 10
500215	CRAFTS 11
500216	CRAFTS 12
500221	CRAFTS 11, ADVANCED
500222	CRAFTS 12, ADVANCED
500231	DECORATOR CRAFTS
500241	ENAMELING
500251	JEWELRY 1
500252	JEWELRY 2
500253	JEWELRY 3
500254	JEWELRY 4
500261	CERAMICS 7
500262	CERAMICS 8
500263	CERAMICS 9
500264	CERAMICS 10
500265	CERAMICS 11
500266	CERAMICS 12
500271	TEXTILE DESIGN
500281	MODEL BUILDING
500300	DANCE, OTHER
500311	MODERN DANCE FOR BEGINNERS 9
500312	MODERN DANCE FOR BEGINNERS 10
500313	MODERN DANCE FOR BEGINNERS 11
500314	MODERN DANCE FOR BEGINNERS 12
500321	MODERN DANCE 9, INTERMEDIATE
500322	MODERN DANCE 10, INTERMEDIATE
500323	MODERN DANCE 11, INTERMEDIATE
500324	MODERN DANCE 12, INTERMEDIATE
500331	DANCE 9, ADVANCED
500332	DANCE 10, ADVANCED
500333	DANCE 11, ADVANCED
500334	DANCE 12, ADVANCED
500341	PERFORMING DANCE GROUP 9
500342	PERFORMING DANCE GROUP 10
500343	PERFORMING DANCE GROUP 11
500344	PERFORMING DANCE GROUP 12
500351	BALLET AND JAZZ FOR BEGINNERS 9
500352	BALLET AND JAZZ FOR BEGINNERS 10
500353	BALLET AND JAZZ FOR BEGINNERS 11
500354	BALLET AND JAZZ FOR BEGINNERS 12
500361	ETHNIC DANCE
500371	SQUARE DANCE
500381	AEROBIC DANCE
500400	DESIGN, OTHER
500411	GRAPHIC DESIGN

500421	THEATER MAKEUP
500431	LIGHTING FUNDAMENTALS, THEATER
500500	DRAMATIC ARTS, OTHER
500511	STAGECRAFT 9
500512	STAGECRAFT 10
500513	STAGECRAFT 11
500514	STAGECRAFT 12
500521	IMPROVISATION AND MIME
500531	PLAYWRITING
500541	THEATER PRACTICUM CONTRACT
500551	DRAMA, HISTORY
500561	DRAMA, INDEPENDENT STUDY
500600	FILM ARTS, OTHER
500611	FILM STUDY
500612	LANGUAGE OF THE CINEMA
500621	PHOTOGRAPHY 10
500622	PHOTOGRAPHY 11, ELEMENTARY
500623	PHOTOGRAPHY 12, ELEMENTARY
500631	PHOTOGRAPHY 11, ADVANCED
500632	PHOTOGRAPHY 12, ADVANCED
500700	FINE ARTS, OTHER
500701	FINE ARTS 7
500702	FINE ARTS 8
500703	ART, GENERAL
500704	ART 1
500705	ART 2
500706	ART 3
500707	ART 4
500708	ART 1, INDEPENDENT STUDY
500709	ART 2, INDEPENDENT STUDY
500714	DRAWING
500715	PAINTING 1
500716	PAINTING 2
500717	WATERCOLOR 1
500718	CARTOONING
500719	MURAL PAINTING
500720	SCULPTURE
500721	SILK SCREEN
500722	ASSEMBLAGE
500723	PRODUCT DESIGN
500724	LIFE DRAWING
500725	CALLIGRAPHY
500726	ART HISTORY AND APPRECIATION
500727	BLACK FINE ARTS
500728	MEXICO, FINE ARTS
500729	BICULTURAL ART
500730	ARTIST IN RESIDENCE PROGRAM
500731	ETHNIC ART HISTORY
500732	ART AS A MULTICULTURAL STUDY
500800	GRAPHIC ARTS TECHNOLOGY, OTHER
500811	COMPUTER GRAPHICS DESIGN
500900	MUSIC, OTHER
500901	MUSIC 7
500902	MUSIC 8
500903	BAND 7
500904	BAND 7, ADVANCED
500905	BAND 8
500906	BAND 8, ADVANCED
500907	BAND 9
500908	BAND 9, ADVANCED

500909	BAND, CONCERT
500910	BAND, MARCHING
500911	BAND, SYMPHONIC
500912	ORCHESTRA 7
500913	ORCHESTRA 7, ADVANCED
500914	ORCHESTRA 8
500915	ORCHESTRA 8, ADVANCED
500916	ORCHESTRA 9
500917	ORCHESTRA 9, ADVANCED
500918	ORCHESTRA 10
500919	ORCHESTRA 11
500920	ORCHESTRA 12
500921	INSTRUMENTAL STRING CLASS
500922	BRASS AND PERCUSSION CLASS
500923	WIND ENSEMBLE
500924	WOODWIND CLASS
500925	ELECTRONIC MUSIC, INTRODUCTION
500926	ENSEMBLE, INSTRUMENTAL
500927	GUITAR, BEGINNING
500928	GUITAR, INTERMEDIATE
500929	GUITAR, ADVANCED
500930	HANDBELLS
500931	PIANO 1
500932	PIANO 2
500933	ORGAN
500934	MUSIC LESSONS, APPLIED
500935	CHORUS 7
500936	CHORUS 7, ADVANCED
500937	CHORUS 8
500938	CHORUS 8, ADVANCED
500939	CHORUS 9
500940	CHORUS 9, ADVANCED
500941	CHORUS 10
500942	CHORUS 10, ADVANCED
500943	CHORUS 11
500944	CHORUS 11, ADVANCED
500945	CHORUS 12
500946	CHORUS 12, ADVANCED
500947	VOCAL ENSEMBLE
500948	VOICE CLASS
500949	HARMONY AND COMPOSITION
500950	ARRANGING
500951	CONDUCTING
500952	MUSIC THEORY
500953	MUSIC HISTORY 7
500954	MUSIC HISTORY 8
500955	MUSIC HISTORY 9
500956	MUSIC HISTORY 10
500957	MUSIC HISTORY 11
500958	MUSIC HISTORY 12
500959	MUSIC LITERATURE 9
500960	MUSIC LITERATURE 10
500961	MUSIC LITERATURE 11
500962	MUSIC LITERATURE 12
500963	MUSIC APPRECIATION
500964	FOLK MUSIC, ETHNIC
500965	MUSIC THEATER
500966	MUSIC, INDEPENDENT STUDY
500967	MUSIC LABORATORY, GENERAL SURVEY
509900	VISUAL AND PERFORMING ARTS, OTHER

STUB0901: VISUAL ARTS

CSSC CODE	TITLE
100131	PHOTOGRAPHY, COMMERCIAL
100132	PHOTOGRAPHY, ADVANCED COMMERCIAL
100151	FILM MAKING AND PRODUCTION 1
100152	FILM MAKING AND PRODUCTION 2
500200	CRAFTS, OTHER
500211	CRAFTS 7
500212	CRAFTS 8
500213	CRAFTS 9
500214	CRAFTS 10
500215	CRAFTS 11
500216	CRAFTS 12
500221	CRAFTS 11, ADVANCED
500222	CRAFTS 12, ADVANCED
500231	DECORATOR CRAFTS
500241	ENAMELING
500251	JEWELRY 1
500252	JEWELRY 2
500253	JEWELRY 3
500254	JEWELRY 4
500261	CERAMICS 7
500262	CERAMICS 8
500263	CERAMICS 9
500264	CERAMICS 10
500265	CERAMICS 11
500266	CERAMICS 12
500271	TEXTILE DESIGN
500281	MODEL BUILDING
500400	DESIGN, OTHER
500411	GRAPHIC DESIGN
500600	FILM ARTS, OTHER
500611	FILM STUDY
500612	LANGUAGE OF THE CINEMA
500621	PHOTOGRAPHY 10
500622	PHOTOGRAPHY 11, ELEMENTARY
500623	PHOTOGRAPHY 12, ELEMENTARY
500631	PHOTOGRAPHY 11, ADVANCED
500632	PHOTOGRAPHY 12, ADVANCED
500700	FINE ARTS, OTHER
500701	FINE ARTS 7
500702	FINE ARTS 8
500703	ART, GENERAL
500704	ART 1
500705	ART 2
500706	ART 3
500707	ART 4
500708	ART 1, INDEPENDENT STUDY
500709	ART 2, INDEPENDENT STUDY
500714	DRAWING
500715	PAINTING 1
500716	PAINTING 2
500717	WATERCOLOR 1
500718	CARTOONING
500719	MURAL PAINTING
500720	SCULPTURE
500721	SILK SCREEN

500722	ASSEMBLAGE
500723	PRODUCT DESIGN
500724	LIFE DRAWING
500725	CALLIGRAPHY
500800	GRAPHIC ARTS TECHNOLOGY, OTHER
500811	COMPUTER GRAPHICS DESIGN

STUB0902: DANCE

CSSC CODE	TITLE
500300	DANCE, OTHER
500311	MODERN DANCE FOR BEGINNERS 9
500312	MODERN DANCE FOR BEGINNERS 10
500313	MODERN DANCE FOR BEGINNERS 11
500314	MODERN DANCE FOR BEGINNERS 12
500321	MODERN DANCE 9, INTERMEDIATE
500322	MODERN DANCE 10, INTERMEDIATE
500323	MODERN DANCE 11, INTERMEDIATE
500324	MODERN DANCE 12, INTERMEDIATE
500331	DANCE 9, ADVANCED
500332	DANCE 10, ADVANCED
500333	DANCE 11, ADVANCED
500334	DANCE 12, ADVANCED
500341	PERFORMING DANCE GROUP 9
500342	PERFORMING DANCE GROUP 10
500343	PERFORMING DANCE GROUP 11
500344	PERFORMING DANCE GROUP 12
500351	BALLET AND JAZZ FOR BEGINNERS 9
500352	BALLET AND JAZZ FOR BEGINNERS 10
500353	BALLET AND JAZZ FOR BEGINNERS 11
500354	BALLET AND JAZZ FOR BEGINNERS 12
500361	ETHNIC DANCE
500371	SQUARE DANCE
500381	AEROBIC DANCE

STUB0903: THEATER PERFORMANCE

CSSC CODE	TITLE
500421	THEATER MAKEUP
500431	LIGHTING FUNDAMENTALS, THEATER
500500	DRAMATIC ARTS, OTHER
500511	STAGECRAFT 9
500512	STAGECRAFT 10
500513	STAGECRAFT 11
500514	STAGECRAFT 12
500521	IMPROVISATION AND MIME
500531	PLAYWRITING
500541	THEATER PRACTICUM CONTRACT
500561	DRAMA, INDEPENDENT STUDY

STUB0904: MUSIC PERFORMANCE

CSSC CODE	TITLE
500900	MUSIC, OTHER
500901	MUSIC 7
500902	MUSIC 8
500903	BAND 7
500904	BAND 7, ADVANCED
500905	BAND 8
500906	BAND 8, ADVANCED
500907	BAND 9
500908	BAND 9, ADVANCED
500909	BAND, CONCERT
500910	BAND, MARCHING
500911	BAND, SYMPHONIC
500912	ORCHESTRA 7
500913	ORCHESTRA 7, ADVANCED
500914	ORCHESTRA 8
500915	ORCHESTRA 8, ADVANCED
500916	ORCHESTRA 9
500917	ORCHESTRA 9, ADVANCED
500918	ORCHESTRA 10
500919	ORCHESTRA 11
500920	ORCHESTRA 12
500921	INSTRUMENTAL STRING CLASS
500922	BRASS AND PERCUSSION CLASS
500923	WIND ENSEMBLE
500924	WOODWIND CLASS
500925	ELECTRONIC MUSIC, INTRODUCTION
500926	ENSEMBLE, INSTRUMENTAL
500927	GUITAR, BEGINNING
500928	GUITAR, INTERMEDIATE
500929	GUITAR, ADVANCED
500930	HANDBELLS
500931	PIANO 1
500932	PIANO 2
500933	ORGAN
500934	MUSIC LESSONS, APPLIED
500935	CHORUS 7
500936	CHORUS 7, ADVANCED
500937	CHORUS 8
500938	CHORUS 8, ADVANCED
500939	CHORUS 9
500940	CHORUS 9, ADVANCED
500941	CHORUS 10
500942	CHORUS 10, ADVANCED
500943	CHORUS 11
500944	CHORUS 11, ADVANCED
500945	CHORUS 12
500946	CHORUS 12, ADVANCED
500947	VOCAL ENSEMBLE
500948	VOICE CLASS
500949	HARMONY AND COMPOSITION
500950	ARRANGING
500951	CONDUCTING
500952	MUSIC THEORY

STUB0905: ART OR MUSIC APPRECIATION/HIST

CSSC CODE	TITLE
500111	AESTHETICS
500551	DRAMA, HISTORY
500726	ART HISTORY AND APPRECIATION
500727	BLACK FINE ARTS
500728	MEXICO, FINE ARTS
500729	BICULTURAL ART
500730	ARTIST IN RESIDENCE PROGRAM
500731	ETHNIC ART HISTORY
500732	ART AS A MULTICULTURAL STUDY
500953	MUSIC HISTORY 7
500954	MUSIC HISTORY 8
500955	MUSIC HISTORY 9
500956	MUSIC HISTORY 10
500957	MUSIC HISTORY 11
500958	MUSIC HISTORY 12
500959	MUSIC LITERATURE 9
500960	MUSIC LITERATURE 10
500961	MUSIC LITERATURE 11
500962	MUSIC LITERATURE 12
500963	MUSIC APPRECIATION
500964	FOLK MUSIC, ETHNIC
500965	MUSIC THEATER

STUB1000: PHYSICAL ED,HEALTH, & SPORTS *

CSSC CODE	TITLE
120211	SPORTS OFFICIATING
340100	HEALTH-RELATED ACTIVITIES, OTHER
340111	PHYSICAL AND HEALTH EDUCATION 7
340112	PHYSICAL AND HEALTH EDUCATION 8
340113	PHYSICAL AND HEALTH EDUCATION 9
340114	PHYSICAL EDUCATION 10
340115	PHYSICAL EDUCATION 11
340116	PHYSICAL EDUCATION 12
340121	ADAPTIVE PHYSICAL EDUCATION (MULTIHANDICAPPED)
340121	PHYSICAL EDUCATION, ADAPTIVE
340121	ADAPTIVE PHYSICAL EDUCATION. NONREGULAR PROGRAM
340122	PHYSICAL EDUCATION - MEDICALLY EXCUSED
340129	ADAPTIVE PHYSICAL EDUCATION (MULTIHANDICAPPED)
340129	ADAPTIVE PHYSICAL EDUCATION. NONREGULAR PROGRAM
340131	HEALTH 7
340132	HEALTH 8
340133	HEALTH 9
340134	HEALTH 10
340135	HEALTH 11
340136	HEALTH 12
340137	STATE REQUIREMENTS
340138	MODERN MEDICAL ISSUES
340141	DRUGS ALCOHOL AND TOBACCO
340171	LIFE SAVING
340181	SAFETY
340191	SEX EDUCATION
360100	LEISURE AND RECREATIONAL ACTIVITIES, OTHER
360111	SPORTS, INDIVIDUAL
360121	SPORTS, TEAM
360131	GYMNASTICS
360141	DRILL TEAM
360151	TRACK AND FIELD
360161	AQUATICS
360171	CONDITIONING AND ATHLETICS
360191	RECREATIONAL ACTIVITIES
360192	EXPERIENTIAL OUTDOOR EDUCATION

STUB1010: PHYSICAL EDUCATION

CSSC CODE	TITLE
340111	PHYSICAL AND HEALTH EDUCATION 7
340112	PHYSICAL AND HEALTH EDUCATION 8
340113	PHYSICAL AND HEALTH EDUCATION 9
340114	PHYSICAL EDUCATION 10
340115	PHYSICAL EDUCATION 11
340116	PHYSICAL EDUCATION 12
340121	ADAPTIVE PHYSICAL EDUCATION (MULTIHANDICAPPED)
340121	PHYSICAL EDUCATION, ADAPTIVE
340121	ADAPTIVE PHYSICAL EDUCATION. NONREGULAR PROGRAM
340122	PHYSICAL EDUCATION - MEDICALLY EXCUSED
340129	ADAPTIVE PHYSICAL EDUCATION (MULTIHANDICAPPED)
340129	ADAPTIVE PHYSICAL EDUCATION. NONREGULAR PROGRAM

STUB1020: HEALTH

CSSC CODE	TITLE
340100	HEALTH-RELATED ACTIVITIES, OTHER
340131	HEALTH 7
340132	HEALTH 8
340133	HEALTH 9
340134	HEALTH 10
340135	HEALTH 11
340136	HEALTH 12
340137	STATE REQUIREMENTS
340138	MODERN MEDICAL ISSUES
340141	DRUGS ALCOHOL AND TOBACCO
340181	SAFETY
340191	SEX EDUCATION

STUB1100: OTHER PERSONAL AND SOCIAL DEV *

CSSC CODE	TITLE
070153	PERSONAL RECORDKEEPING
070613	SPEED WRITING
070721	TYPEWRITING, PERSONAL
080321	JUNIOR ACHIEVEMENT
090411	JOURNALISM 1
090412	JOURNALISM 2
090413	JOURNALISM 3
090431	LITERARY MAGAZINE
090441	YEARBOOK PRODUCTION 1
090442	YEARBOOK PRODUCTION 2
100121	COMMUNICATIONS MEDIA PRODUCTION
170611	STUDENT ASSESSMENT OF CHILD HEALTH
240121	SUMMER ABROAD
250300	LIBRARY ASSISTING, OTHER
250311	LIBRARY ASSISTANT
270113	MATHEMATICS TUTORING
320101	UNUSED CODE
320102	CAREER PREPARATION
320103	CAREER EXPLORATION
320104	WORK EXPERIENCE
320105	WORK EXPERIENCE, ADVANCED
320116	UNUSED CODE
320117	UNUSED CODE
320120	UNUSED CODE
320201	RESOURCE ROOM (NON SPECIAL EDUCATION)
320211	STUDY DYNAMICS
320221	TEST TAKING
330100	CITIZENSHIP/CIVIC ACTIVITIES, OTHER
330111	STUDENT ASSISTANT
330121	PEP SQUAD
330131	STUDENT GOVERNMENT
330141	TUTORING
330151	COMMUNITY SERVICE
340151	DRIVER EDUCATION, CLASSROOM
340152	DRIVER EDUCATION, PRACTICE
340161	PHYSICAL EDUCATION LEADERSHIP TRAINING
350100	INTERPERSONAL SKILLS, OTHER
350111	INTERPERSONAL RELATIONSHIPS
350121	BUILDING HUMAN RELATIONSHIPS
350131	PEER COUNSELING
360181	MOTORCYCLE OPERATION
370100	PERSONAL AWARENESS, OTHER
370111	PERSONAL DEVELOPMENT TECHNIQUES
370121	COPING WITH PERSONAL PROBLEMS
370131	SELF PERCEPTION
450604	FILING YOUR INCOME TAXES
450605	INSURANCE THEORY
500711	ART SERVICES 10
500712	ART SERVICES 11
500713	ART SERVICES 12

STUB1110: DRIVERS EDUCATION

CSSC CODE	TITLE
340151	DRIVER EDUCATION, CLASSROOM
340152	DRIVER EDUCATION, PRACTICE
360181	MOTORCYCLE OPERATION

STUB1200: RELIGION/THEOLOGY *

CSSC CODE	TITLE
300200	CLINICAL PASTORAL CARE, OTHER
380200	RELIGION, OTHER
380201	CATHOLICISM, FOUNDATIONS
380202	WHO IS JESUS
380203	SCRIPTURE
380204	MORAL ISSUES, SOCIAL AND INDIVIDUAL
380205	MARRIAGE, LIFE CHOICES IN CHRISTIAN LIVING
380206	COMPARATIVE RELIGION
380207	SACRAMENTS
380208	EASTERN RELIGIOUS THOUGHT
380209	RELIGION AND PSYCHOLOGY
380210	WESTERN RELIGIONS
380211	RELIGION AND LITERATURE
380212	RELIGION, INTRODUCTION
380213	PRAYER AND LITURGY
380214	JUDAISM, FOUNDATIONS
380215	PROTESTANTISM, FOUNDATIONS
380216	RELIGIOUS MOVEMENTS IN AMERICA
380217	ISLAM AND THE KORAN
389900	PHILOSOPHY AND RELIGION, OTHER
390100	BIBLICAL LANGUAGES, OTHER
390200	BIBLE STUDIES, OTHER
390300	MISSIONARY STUDIES, OTHER
390400	RELIGIOUS EDUCATION, OTHER
390500	RELIGIOUS MUSIC, OTHER
390600	THEOLOGICAL STUDIES, OTHER
390611	THEOLOGICAL STUDIES
399900	THEOLOGY, OTHER

STUB1300: ALL COURSES OTHER THAN ABOVE *

CSSC CODE	TITLE
160940	UNUSED CODE
161311	SPANISH FOR NATIVE SPEAKERS 1
161312	SPANISH FOR NATIVE SPEAKERS 2
161313	SPANISH FOR NATIVE SPEAKERS 3
161314	SPANISH FOR NATIVE SPEAKERS 4
161315	SPANISH FOR NATIVE SPEAKERS 5/ADVANCED PLACEMENT
161321	PORTUGUESE FOR NATIVE SPEAKERS 1
161322	PORTUGUESE FOR NATIVE SPEAKERS 2
161323	PORTUGUESE FOR NATIVE SPEAKERS 3
161324	PORTUGUESE FOR NATIVE SPEAKERS 4
161331	ITALIAN FOR NATIVE SPEAKERS 1
161332	ITALIAN FOR NATIVE SPEAKERS 2
161333	ITALIAN FOR NATIVE SPEAKERS 3
161341	JAPANESE FOR NATIVE SPEAKERS 1
161342	JAPANESE FOR NATIVE SPEAKERS 2
161343	JAPANESE FOR NATIVE SPEAKERS 3
161351	CHINESE FOR NATIVE SPEAKERS 1
161352	CHINESE FOR NATIVE SPEAKERS 2
161353	CHINESE FOR NATIVE SPEAKERS 3
161361	FRENCH FOR NATIVE SPEAKERS 1
161362	FRENCH FOR NATIVE SPEAKERS 2
161363	FRENCH FOR NATIVE SPEAKERS 3
161364	FRENCH FOR NATIVE SPEAKERS 4
240100	LIBERAL/GENERAL STUDIES, OTHER
240111	LIBERAL STUDIES
240131	INDEPENDENT STUDY
240141	GIFTED AND TALENTED PROGRAM
250100	LIBRARY AND ARCHIVAL SCIENCES, OTHER GENERAL
250111	LIBRARY SCIENCE
250200	ARCHIVAL SCIENCE, OTHER
250400	LIBRARY SCIENCE, OTHER
250500	MUSEOLOGY, OTHER
259900	LIBRARY AND ARCHIVAL SCIENCES, OTHER
280100	AEROSPACE SCIENCE (AIR FORCE), OTHER
280111	AEROSPACE EDUCATION
280112	AEROSPACE EDUCATION 2
280113	AEROSPACE EDUCATION 3
280114	AEROSPACE EDUCATION 4
280121	CIVIL AIR PATROL
280200	COAST GUARD SCIENCE, OTHER
280300	MILITARY SCIENCE (ARMY), OTHER
280311	ARMY LEADERSHIP DEVELOPMENT, INTRODUCTION
280312	ARMY INTERMEDIATE LEADERSHIP DEVELOPMENT
280313	ARMY APPLIED LEADERSHIP DEVELOPMENT
280314	ARMY ADVANCED LEADERSHIP DEVELOPMENT
280400	NAVAL SCIENCE (NAVY, MARINES), OTHER
280411	NAVAL SCIENCE 1
280412	NAVAL SCIENCE 2
280413	NAVAL SCIENCE 3
280414	NAVAL SCIENCE 4
280421	MARINE CORPS LEADERSHIP EDUCATION 1
280422	MARINE CORPS LEADERSHIP EDUCATION 2
280423	MARINE CORPS LEADERSHIP EDUCATION 3
280424	MARINE CORPS LEADERSHIP EDUCATION 4
289900	MILITARY SCIENCES, OTHER

290100	MILITARY TECHNOLOGIES, OTHER
309900	MULTI/INTERDISCIPLINARY STUDIES, OTHER
320100	BASIC SKILLS, CAREER AND EMPLOYMENT, OTHER
320112	UNUSED CODE
320114	UNUSED CODE
320200	BASIC SKILLS, GENERAL, OTHER
320201	RESOURCE ROOM (NON SPECIAL EDUCATION)
541001	GENERAL MATH SKILLS
541009	FUNCTIONAL MATH SKILLS, NOT FOR CREDIT
541101	FUNCTIONAL CONSUMER MATH
541109	FUNCTIONAL CONSUMER MATH, NOT FOR CREDIT
541201	FUNCTIONAL VOCATIONAL MATH
541209	FUNCTIONAL VOCATIONAL MATH, NOT FOR CREDIT
542011	FUNCTIONAL LANGUAGE ARTS 1
542019	FUNCTIONAL LANGUAGE ARTS 1, NOT FOR CREDIT
542021	FUNCTIONAL LANGUAGE ARTS 2
542029	FUNCTIONAL LANGUAGE ARTS 2, NOT FOR CREDIT
542031	FUNCTIONAL LANGUAGE ARTS 3
542039	FUNCTIONAL LANGUAGE ARTS 3, NOT FOR CREDIT
542041	FUNCTIONAL LANGUAGE ARTS 4
542049	FUNCTIONAL LANGUAGE ARTS 4, NOT FOR CREDIT
542051	FUNCTIONAL VOCATIONAL ENGLISH;
542059	FUNCTIONAL VOCATIONAL ENGLISH, NOT FOR CREDIT
542101	FUNCTIONAL READING
542109	FUNCTIONAL READING, NOT FOR CREDIT
542201	FUNCTIONAL ORAL COMMUNICATION
542209	FUNCTIONAL ORAL COMMUNICATION, NOT FOR CREDIT
542301	FUNCTIONAL WRITING
542309	FUNCTIONAL WRITING, NOT FOR CREDIT
542401	FUNCTIONAL ACADEMICS
542409	FUNCTIONAL ACADEMICS, NOT FOR CREDIT
543001	ACTIVITIES OF DAILY AND FAMILY LIVING
543009	ACTIVITIES OF DAILY AND FAMILY LIVING, NOT FOR CREDIT
543101	SOCIAL/BEHAVIORAL SKILLS
543109	SOCIAL/BEHAVIORAL SKILLS, NOT FOR CREDIT
543201	FUNCTIONAL LEISURE AND RECREATIONAL SKILLS
543209	FUNCTIONAL LEISURE AND RECREATIONAL SKILLS, NOT FOR CREDIT
543301	FUNCTIONAL HEALTH
543309	FUNCTIONAL HEALTH, NOT FOR CREDIT
543401	FUNCTIONAL TRANSITION SKILLS
543409	FUNCTIONAL TRANSITION SKILLS, NOT FOR CREDIT
544001	FUNCTIONAL SCIENCE
544009	FUNCTIONAL SCIENCE, NOT FOR CREDIT
544501	FUNCTIONAL SOCIAL SKILLS
544509	FUNCTIONAL SOCIAL STUDIES, NOT FOR CREDIT
549401	HANDICAPPED DEVELOPMENTAL SUPPORT SERVICES
549409	HANDICAPPED DEVELOPMENTAL SUPPORT SERVICES, NOT FOR CREDIT
550001	GENERAL PREVOCATIONAL PREPARATION
550009	GENERAL PREVOCATIONAL PREPARATION, NOT FOR CREDIT
550101	CAREER EXPLORATION
550109	CAREER EXPLORATION, NOT FOR CREDIT
550201	GENERAL WORK-STUDY/EXPERIENCE
550209	GENERAL WORK-STUDY/EXPERIENCE, NOT FOR CREDIT
550301	GENERAL WORK EXPERIENCE
550309	GENERAL WORK EXPERIENCE, NOT FOR CREDIT
550401	COMBINED VOCATIONAL/ACADEMIC PREPARATION
550409	COMBINED VOCATIONAL/ACADEMIC PREPARATION, NOT FOR CREDIT
551011	GENERAL AGRICULTURE 1
551019	GENERAL AGRICULTURE 1, NOT FOR CREDIT
551021	GENERAL AGRICULTURE 2

551029	GENERAL AGRICULTURE 2, NOT FOR CREDIT
551031	GENERAL AGRICULTURE 3
551039	GENERAL AGRICULTURE 3, NOT FOR CREDIT
551111	ANIMAL CARE 1
551119	ANIMAL CARE 1, NOT FOR CREDIT
551121	ANIMAL CARE 2
551129	ANIMAL CARE 2, NOT FOR CREDIT
551211	PLANT CARE 1
551219	PLANT CARE 1, NOT FOR CREDIT
551221	PLANT CARE 2
551229	PLANT CARE 2, NOT FOR CREDIT
551311	AGRICULTURAL MECHANICS 1
551319	AGRICULTURAL MECHANICS 1, NOT FOR CREDIT
551321	AGRICULTURAL MECHANICS 2
551329	AGRICULTURAL MECHANICS 2, NOT FOR CREDIT
551411	AGRICULTURAL WORK STUDY
551419	AGRICULTURAL WORK STUDY, NOT FOR CREDIT
551511	AGRICULTURAL WORK EXPERIENCE
551519	AGRICULTURAL WORK EXPERIENCE, NOT FOR CREDIT
552011	GENERAL OFFICE PRACTICE 1
552019	GENERAL OFFICE PRACTICE 1, NOT FOR CREDIT
552021	GENERAL OFFICE PRACTICE 2
552031	GENERAL OFFICE PRACTICE 3
552111	OFFICE MACHINES 1
552121	OFFICE MACHINES 2
552211	BUSINESS WORD STUDY 1
552221	BUSINESS WORK STUDY 2
552311	BUSINESS WORK EXPERIENCE 1
552321	BUSINESS WORK EXPERIENCE 2
553011	GENERAL HEALTH OCCUPATIONS 1
553019	GENERAL HEALTH OCCUPATIONS 1, NOT FOR CREDIT
553021	GENERAL HEALTH OCCUPATIONS 2
553029	GENERAL HEALTH OCCUPATIONS 2, NOT FOR CREDIT
553031	GENERAL HEALTH OCCUPATIONS 3
553039	GENERAL HEALTH OCCUPATIONS 3, NOT FOR CREDIT
553111	HEALTH OCCUPATIONS WORK STUDY 1
553119	HEALTH OCCUPATIONS WORK STUDY 1, NOT FOR CREDIT
553121	HEALTH OCCUPATIONS WORK STUDY 2
553129	HEALTH OCCUPATIONS WORK STUDY 2, NOT FOR CREDIT
553211	HEALTH OCCUPATIONS WORK EXPERIENCE 1
553219	HEALTH OCCUPATIONS WORK EXPERIENCE 1, NOT FOR CREDIT
553221	HEALTH OCCUPATIONS WORK EXPERIENCE 2
553229	HEALTH OCCUPATIONS WORK EXPERIENCE 2 NOT FOR CREDIT
554011	GENERAL HOME ECONOMICS 1
554019	GENERAL HOME ECONOMICS 1, NOT FOR CREDIT
554021	GENERAL HOME ECONOMICS 2
554029	GENERAL HOME ECONOMICS 2, NOT FOR CREDIT
554031	GENERAL HOME ECONOMICS 3
554039	GENERAL HOME ECONOMICS 3, NOT FOR CREDIT
554111	CHILD DEVELOPMENT 1
554119	CHILD DEVELOPMENT 1, NOT FOR CREDIT
554121	CHILD DEVELOPMENT 2
554129	CHILD DEVELOPMENT 2, NOT FOR CREDIT
554211	CLOTHING AND TEXTILES 1
554219	CLOTHING AND TEXTILES 1, NOT FOR CREDIT
554221	CLOTHING AND TEXTILES 2
554229	CLOTHING AND TEXTILES 2, NOT FOR CREDIT
554311	FOOD AND NUTRITION 1
554319	FOOD AND NUTRITION 1, NOT FOR CREDIT
554321	FOOD AND NUTRITION 2

554329	FOOD AND NUTRITION 2, NOT FOR CREDIT
554411	HOME ECONOMICS WORK STUDY 1
554419	HOME ECONOMICS WORK STUDY 1, NOT FOR CREDIT
554421	HOME ECONOMICS WORK STUDY 2
554429	HOME ECONOMICS WORK STUDY 2, NOT FOR CREDIT
554511	HOME ECONOMICS WORK EXPERIENCE 1
554519	HOME ECONOMICS WORK EXPERIENCE 1, NOT FOR CREDIT
554521	HOME ECONOMICS WORK EXPERIENCE 2
554529	HOME ECONOMICS WORK EXPERIENCE 2, NOT FOR CREDIT
555011	GENERAL INDUSTRIAL ARTS 1
555019	GENERAL INDUSTRIAL ARTS 1, NOT FOR CREDIT
555021	GENERAL INDUSTRIAL ARTS 2
555029	GENERAL INDUSTRIAL ARTS 2, NOT FOR CREDIT
555031	GENERAL INDUSTRIAL ARTS 3
555039	GENERAL INDUSTRIAL ARTS 3, NOT FOR CREDIT
556111	COSMETOLOGY/BARBER 1
556119	COSMETOLOGY/BARBER 1, NOT FOR CREDIT
556121	COSMETOLOGY/BARBER 2
556129	COSMETOLOGY/BARBER 2, NOT FOR CREDIT
556211	CUSTODIAL AND HOUSEKEEPING SERVICES 1
556219	CUSTODIAL AND HOUSEKEEPING SERVICES 1, NOT FOR CREDIT
556221	CUSTODIAL AND HOUSEKEEPING SERVICES 2
556229	CUSTODIAL AND HOUSEKEEPING SERVICES 2, NOT FOR CREDIT
556311	FOOD SERVICES 1
556319	FOOD SERVICES 1, NOT FOR CREDIT
556321	FOOD SERVICES 2
556329	FOOD SERVICES 2, NOT FOR CREDIT
556411	MISCELLANEOUS SERVICES 1
556419	MISCELLANEOUS SERVICES 1, NOT FOR CREDIT
556421	MISCELLANEOUS SERVICES 2
556429	MISCELLANEOUS SERVICES 2, NOT FOR CREDIT
556511	SERVICE OCCUPATIONS WORK STUDY 1
556519	SERVICE OCCUPATIONS WORK STUDY 1, NOT FOR CREDIT
556521	SERVICE OCCUPATIONS WORK STUDY 2
556529	SERVICE OCCUPATIONS WORK STUDY 2, NOT FOR CREDIT
556611	SERVICE OCCUPATIONS WORK EXPERIENCE 1
556619	SERVICE OCCUPATIONS WORK EXPERIENCE 1, NOT FOR CREDIT
556621	SERVICE OCCUPATIONS WORK EXPERIENCE 2
556629	SERVICE OCCUPATIONS WORK EXPERIENCE 2, NOT FOR CREDIT
557111	GRAPHIC AND PRINTING COMMUNICATIONS 1
557119	GRAPHIC AND PRINTING COMMUNICATIONS 1, NOT FOR CREDIT
557121	GRAPHIC AND PRINTING COMMUNICATIONS 2,
557129	GRAPHIC AND PRINTING COMMUNICATIONS 2, NOT FOR CREDIT
557211	LEATHERWORK AND UPHOLSTERY 1,
557219	LEATHERWORK AND UPHOLSTERY 1, NOT FOR CREDIT
557221	LEATHERWORK AND UPHOLSTERY 2
557229	LEATHERWORK AND UPHOLSTERY 2, NOT FOR CREDIT
557311	MEATCUTTING 1
557319	MEATCUTTING 1, NOT FOR CREDIT
557321	MEATCUTTING 2
557329	MEATCUTTING 2, NOT FOR CREDIT
557411	PRECISION PRODUCTION WORK STUDY 1
557419	PRECISION PRODUCTION WORK STUDY 1, NOT FOR CREDIT
557421	PRECISION PRODUCTION WORK STUDY 2
557429	PRECISION PRODUCTION WORK STUDY 2, NOT FOR CREDIT
557511	PRECISION PRODUCTION WORK EXPERIENCE 1
557519	PRECISION PRODUCTION WORK EXPERIENCE 1, NOT FOR CREDIT
557521	PRECISION PRODUCTION WORK EXPERIENCE 2
557529	PRECISION PRODUCTION WORK EXPERIENCE 2 NOT FOR CREDIT
558011	GENERAL CONSTRUCTION TRADES 1

558019	GENERAL CONSTRUCTION TRADES 1, NOT FOR CREDIT
558021	GENERAL CONSTRUCTION TRADES 2
558029	GENERAL CONSTRUCTION TRADES 2, NOT FOR CREDIT
558031	GENERAL CONSTRUCTION TRADES 3
558039	GENERAL CONSTRUCTION TRADES 3, NOT FOR CREDIT
558111	BRICKMASONRY, STONEMASONRY, AND TILE SETTING 1
558119	BRICKMASONRY, STONEMASONRY, AND TILE SETTING 1, NOT FOR CREDIT
558121	BRICKMASONRY, STONEMASONRY, AND TILE SETTING 2
558129	BRICKMASONRY, STONEMASONRY, AND TILE SETTING 2, NOT FOR CREDIT
558211	CARPENTRY 1
558219	CARPENTRY 1, NOT FOR CREDIT
558221	CARPENTRY 2
558229	CARPENTRY 2, NOT FOR CREDIT
558311	PLUMBING 1
558319	PLUMBING 1, NOT FOR CREDIT
558321	PLUMBING 2
558329	PLUMBING 2, NOT FOR CREDIT
558411	CONSTRUCTION TRADES WORK STUDY 1
558419	CONSTRUCTION TRADES WORK STUDY 1, NOT FOR CREDIT
558421	CONSTRUCTION TRADES WORK STUDY 2
558429	CONSTRUCTION TRADES WORK STUDY 2, NOT FOR CREDIT
558511	CONSTRUCTION TRADES WORK EXPERIENCE 1
558519	CONSTRUCTION TRADES WORK EXPERIENCE 1, NOT FOR CREDIT
558521	CONSTRUCTION TRADES WORK EXPERIENCE 1
558529	CONSTRUCTION TRADES WORK EXPERIENCE 2 NOT FOR CREDIT
559011	AUTO SERVICE 1
559019	AUTO SERVICE 1, NOT FOR CREDIT
559021	AUTO SERVICE 2
559029	AUTO SERVICE 2, NOT FOR CREDIT
559111	AUTO SERVICE, WORK EXPERIENCE 1
559119	AUTO SERVICE, WORK EXPERIENCE 1, NOT FOR CREDIT
559121	AUTO SERVICE, WORK EXPERIENCE 2
559129	AUTO SERVICE, WORK EXPERIENCE 2, NOT FOR CREDIT
562300	SPECIAL EDUCATION LANGUAGE ARTS
562301	RESOURCE LANGUAGE ARTS/ENGLISH 1
562302	RESOURCE LANGUAGE ARTS/ENGLISH 2
562303	RESOURCE LANGUAGE ARTS/ENGLISH 3

562304	RESOURCE LANGUAGE ARTS/ENGLISH 4
562309	RESOURCE LANGUAGE ARTS/ENGLISH, NOT FOR CREDIT
562310	SPECIAL EDUCATION READING
562311	RESOURCE READING
562319	RESOURCE READING, NOT TAKEN FOR CREDIT
562320	SPECIAL EDUCATION WRITING
562321	RESOURCE WRITING
562329	RESOURCE WRITING, NOT FOR CREDIT
562700	SPECIAL EDUCATION MATH
562701	RESOURCE GENERAL MATH
562709	RESOURCE GENERAL MATH, NOT FOR CREDIT
562711	RESOURCE VOCATIONAL MATH
562719	RESOURCE VOCATIONAL MATH, NOT FOR CREDIT
562721	RESOURCE CONSUMER MATH
562729	RESOURCE CONSUMER MATH, NOT FOR CREDIT
563201	RESOURCE CAREER EXPLORATION/PREVOCATIONAL SKILLS
563209	RESOURCE CAREER EXPLORATION/PREVOCATIONAL SKILL, NOT FOR CREDIT
563211	RESOURCE TRANSITION SKILLS
563219	RESOURCE TRANSITION SKILLS, NOT FOR CREDIT
564000	SPECIAL EDUCATION GENERAL SCIENCE
564001	RESOURCE GENERAL SCIENCE
564009	RESOURCE GENERAL SCIENCE, NOT FOR CREDIT
564500	SPECIAL EDUCATION SOCIAL STUDIES
564501	RESOURCE SOCIAL STUDIES
564509	RESOURCE SOCIAL STUDIES, NOT FOR CREDIT
569001	GENERAL TUTORIAL SERVICES
569009	GENERAL TUTORIAL SERVICES, NOT FOR CREDIT
569101	RESOURCE STUDY SKILLS
569109	RESOURCE STUDY SKILLS, NOT FOR CREDIT
569201	SCHOOL AND SOCIAL SURVIVAL SKILLS
569209	SCHOOL AND SOCIAL SURVIVAL SKILLS, NOT FOR CREDIT
569301	RESOURCE SURVIVAL SKILLS
569309	RESOURCE SURVIVAL SKILLS, NOT FOR CREDIT
569401	HANDICAP SPECIFIC SUPPORT SERVICES
569409	HANDICAP SPECIFIC SUPPORT SERVICES, NOT FOR CREDIT

STUB2001 4ENG+3SS+3SCI+3MATH+1/2COMP+2FL

0 FOR STUDENTS NOT MEETING THE FOLLOWING MINIMUM REQUIREMENTS.

1 FOR STUDENTS WHO HAVE EARNED THE FOLLOWING MINIMUM NUMBERS OF CREDITS IN EACH OF THE NEW BASICS CORE SUBJECT AREAS:

4.0	CREDITS IN ENGLISH COURSES
3.0	CREDITS IN HISTORY/SOCIAL STUDIES COURSES
3.0	CREDITS IN SCIENCE COURSES
3.0	CREDITS IN MATHEMATICS COURSES
0.5	CREDITS IN COMPUTER SCIENCE/PROGRAMMING/DATA PROCESSING COURSES
2.0	CREDITS IN FOREIGN LANGUAGE COURSES

STUB2002 4ENG + 3SS + 3SC1 + 3MATH + 1/2COMP

0 FOR STUDENTS NOT MEETING THE FOLLOWING MINIMUM REQUIREMENTS.

1 FOR STUDENTS WHO HAVE EARNED THE FOLLOWING MINIMUM NUMBERS OF CREDITS IN EACH OF THE NEW BASICS CORE SUBJECT AREAS:

4.0	CREDITS IN ENGLISH COURSES
3.0	CREDITS IN HISTORY/SOCIAL STUDIES COURSES
3.0	CREDITS IN SCIENCE COURSES
3.0	CREDITS IN MATHEMATICS COURSES
0.5	CREDITS IN COMPUTER SCIENCE/PROGRAMMING/DATA PROCESSING COURSES

STUB2003 4ENG+3SS+3SC1+3MATH+2FL

0 FOR STUDENTS NOT MEETING THE FOLLOWING MINIMUM REQUIREMENTS.

1 FOR STUDENTS WHO HAVE EARNED THE FOLLOWING MINIMUM NUMBERS OF CREDITS IN EACH OF THE NEW BASICS CORE SUBJECT AREAS:

- 4.0 CREDITS IN ENGLISH COURSES
- 3.0 CREDITS IN HISTORY/SOCIAL STUDIES COURSES
- 3.0 CREDITS IN SCIENCE COURSES
- 3.0 CREDITS IN MATHEMATICS COURSES
- 2.0 CREDITS IN FOREIGN LANGUAGE COURSES

STUB2004	4ENG+3SS+3SC1+3MATH		
	0	FOR STUDENTS NOT MEETING THE FOLLOWING MINIMUM REQUIREMENTS.	
	1	FOR STUDENTS WHO HAVE EARNED THE FOLLOWING MINIMUM NUMBERS OF CREDITS IN EACH OF THE NEW BASICS CORE SUBJECT AREAS:	
		4.0	CREDITS IN ENGLISH COURSES
		3.0	CREDITS IN HISTORY/SOCIAL STUDIES COURSES
		3.0	CREDITS IN SCIENCE COURSES
		3.0	CREDITS IN MATHEMATICS COURSES

STUB2005 4ENG + 3SS + 2SCI + 2MATH

0 FOR STUDENTS NOT MEETING THE FOLLOWING MINIMUM REQUIREMENTS.

1 FOR STUDENTS WHO HAVE EARNED THE FOLLOWING MINIMUM NUMBERS OF CREDITS IN EACH OF THE NEW BASICS CORE SUBJECT AREAS:

4.0 CREDITS IN ENGLISH COURSES
3.0 CREDITS IN HISTORY/SOCIAL STUDIES COURSES
2.0 CREDITS IN SCIENCE COURSES
2.0 CREDITS IN MATHEMATICS COURSES

APPENDIX F

1990 HIGH SCHOOL TRANSCRIPT STUDY

LINKED WEIGHTS FILE

HIGH SCHOOL TRANSCRIPT STUDY
CODEBOOK FOR LINKED WEIGHTS FILE
JANUARY 19, 1993

Question Name	Column Number(s)	
PSU	001-003	PRIMARY SAMPLING UNIT 011-552 = PSU
SCHOOL	004-006	SCHOOL ID (WITHIN PSU) 301-351 = SCHOOL (WITHIN PSU) NOTE : BOTH PSU AND SCHOOL ID MUST BE COMBINED TO UNIQUELY IDENTIFY A SCHOOL WITHIN THE DATA FILE.
STUDENT	007-014	STUDENT ID (WITHIN SCHOOL) 01700251-72387874 = STUDENT ID (NAEP BOOKLET NUMBER) 99000101-99037545 = STUDENT ID (STUDENT NOT LINKED TO NAEP) NOTE : PSU, SCHOOL ID, AND STUDENT ID MUST BE COMBINED TO UNIQUELY IDENTIFY A STUDENT WITHIN THE DATA FILE. ID'S BEGINNING WITH NUMBERS LESS THAN 9, REPRESENT THE NAEP BOOKLET NUMBERS USED BY THESE STUDENTS. ID'S BEGINNING WITH 990 ARE STUDENTS FOR WHOM NO NAEP BOOKLET NUMBER IS AVAILABLE. MOST OF THESE STUDENTS COME FROM SCHOOLS WHICH DID NOT PARTICIPATE IN NAEP. THE REMAINDER ARE FOR STUDENTS AT NAEP SCHOOLS FOR WHICH A NEW SAMPLE WAS DRAWN FOR THE TRANSCRIPT STUDY.
FIL1	015	ALWAYS BLANK
EXSTAT	016	STUDENT EXIT STATUS 1 = STANDARD DIPLOMA 2 = HONORS DIPLOMA 3 = DIPLOMA WITH SPECIAL EDUCATION ADJUSTMENTS 4 = CERTIFICATE OF ATTENDANCE BLANK = MISSING

Question Name	Column Number(s)	
DRVDRACE	017	STUDENT RACE/ETHNICITY 1 = WHITE (NOT HISPANIC) 2 = BLACK (NOT HISPANIC) 3 = HISPANIC (MEXICAN,MEXICAN -AMERICAN,CHICANO,PUERTO RICAN,CUBAN,OTHER SPANISH OR HISPANIC DESCENT) 4 = ASIAN OR PACIFIC ISLANDER 5 = AMERICAN INDIAN OR ALASKAN NATIVE 6 = OTHER BLANK = MISSING
GRADE	018-019	STUDENT GRADE LEVEL IN 1989-90 12 = TWELFTH GRADE BLANK = MISSING NOTE : GRADE THE STUDENT WAS IN DURING THE 1989-90 SCHOOL YEAR.
SEX	020	STUDENT GENDER 1 = MALE 2 = FEMALE BLANK = MISSING
BIRTHMO	021-022	STUDENT MONTH BORN 01-12 = MONTH BORN BLANK = MISSING
BIRTHYR	023-024	STUDENT YEAR BORN 15-88 = YEAR BORN BLANK = MISSING

Question Name	Column Number(s)	
HCFLAG	025	STUDENT HANDICAPPED STATUS 1 = NOT HANDICAPPED 2 = HANDICAPPED NOTE : HCFLAG IS BASED ON A DETERMINATION OF WHETHER THE STUDENT IS HANDICAPPED AND IN A SPECIAL EDUCATION PROGRAM, USING THE BEST INFORMATION AVAILABLE.
HCTYPE	026-027	HANDICAPPING CONDITION 01 = MULTIHANDICAPPED 02 = MENTALLY RETARDED 03 = HARD OF HEARING 04 = DEAF 05 = SPEECH - IMPAIRED 06 = VISUALLY HANDICAPPED/BLIND 07 = DEAF/BLIND 08 = EMOTIONALLY DISTURBED 09 = ORTHOPEDICALLY IMPAIRED 10 = LEARNING DISABLED 11 = OTHER 99 = MISSING BLANK = NO IEP/LEP QUESTIONNAIRE NOTE : THIS VARIABLE WAS OBTAINED THROUGH THE SPECIAL EDUCATION STUDENT QUESTIONNAIRE, COMPLETED BY SCHOOL PERSONNEL.
PSU_WGT	028-039	PSU WEIGHT 000000000000-999999999999 = WEIGHT NOTE : IMPLIED DECIMAL POINT BETWEEN POSITIONS 6 AND 7.
SCHWGTTR	040-051	SCHOOL WEIGHT, CONDITIONAL ON PSU 000000000000-999999999999 = WEIGHT NOTE : IMPLIED DECIMAL POINT BETWEEN POSITIONS 6 AND 7.

Question Name	Column Number(s)	
SESSWT	052-063	SESSION ALLOCATION WEIGHT, CONDITIONAL ON SCHOOL 000000000000- 999999999999 = WEIGHT NOTE : IMPLIED DECIMAL POINT BETWEEN POSITIONS 6 AND 7.
STUSCHW	064-075	STUDENT WEIGHT, CONDITIONAL ON SESSION/SCHOOL 000000000000- 999999999999 = WEIGHT NOTE : IMPLIED DECIMAL POINT BETWEEN POSITIONS 6 AND 7.
SCHNRADJ	076-087	SCHOOL NONRESPONSE ADJUSTMENT FACTOR 000000000000- 999999999999 = WEIGHT NOTE : IMPLIED DECIMAL POINT BETWEEN POSITIONS 6 AND 7.
STNNRF	088-099	STUDENT NAEP NONRESPONSE ADJUSTMENT FACTOR 000000000000- 999999999999 = WEIGHT NOTE : IMPLIED DECIMAL POINT BETWEEN POSITIONS 6 AND 7.
PSAF	100-111	POSTSTRATIFICATION ADJUSTMENT FACTOR 000000000000- 999999999999 = WEIGHT NOTE : IMPLIED DECIMAL POINT BETWEEN POSITIONS 6 AND 7.

Question Name	Column Number(s)	
STHNRF	112-123	STUDENT HSTS NONRESPONSE ADJUSTMENT FACTOR 000000000000- 999999999999 = WEIGHT NOTE : IMPLIED DECIMAL POINT BETWEEN POSITIONS 6 AND 7.
FINSTUWT	124-135	FINAL USABLE LINKED STUDENT WEIGHT 000000000000- 999999999999 = WEIGHT NOTE : IMPLIED DECIMAL POINT BETWEEN POSITIONS 6 AND 7.
REPWT1	136-147	JACKKNIFE REPLICATE WEIGHT1 000000000000- 999999999999 = WEIGHT NOTE : IMPLIED DECIMAL POINT BETWEEN POSITIONS 6 AND 7.
REPWT2	148-159	JACKKNIFE REPLICATE WEIGHT2 000000000000- 999999999999 = WEIGHT NOTE : IMPLIED DECIMAL POINT BETWEEN POSITIONS 6 AND 7.
REPWT3	160-171	JACKKNIFE REPLICATE WEIGHT3 000000000000- 999999999999 = WEIGHT NOTE : IMPLIED DECIMAL POINT BETWEEN POSITIONS 6 AND 7.

Question Name	Column Number(s)	
REPWT4	172-183	JACKKNIFE REPLICATE WEIGHT4 000000000000- 999999999999 = WEIGHT NOTE : IMPLIED DECIMAL POINT BETWEEN POSITIONS 6 AND 7.
REPWT5	184-195	JACKKNIFE REPLICATE WEIGHT5 000000000000- 999999999999 = WEIGHT NOTE : IMPLIED DECIMAL POINT BETWEEN POSITIONS 6 AND 7.
REPWT6	196-207	JACKKNIFE REPLICATE WEIGHT6 000000000000- 999999999999 = WEIGHT NOTE : IMPLIED DECIMAL POINT BETWEEN POSITIONS 6 AND 7.
REPWT7	208-219	JACKKNIFE REPLICATE WEIGHT7 000000000000- 999999999999 = WEIGHT NOTE : IMPLIED DECIMAL POINT BETWEEN POSITIONS 6 AND 7.
REPWT8	220-231	JACKKNIFE REPLICATE WEIGHT8 000000000000- 999999999999 = WEIGHT NOTE : IMPLIED DECIMAL POINT BETWEEN POSITIONS 6 AND 7.

Question Name	Column Number(s)	
REPWT9	232-243	JACKKNIFE REPLICATE WEIGHT9 000000000000- 999999999999 = WEIGHT NOTE : IMPLIED DECIMAL POINT BETWEEN POSITIONS 6 AND 7.
REPWT10	244-255	JACKKNIFE REPLICATE WEIGHT10 000000000000- 999999999999 = WEIGHT NOTE : IMPLIED DECIMAL POINT BETWEEN POSITIONS 6 AND 7.
REPWT11	256-267	JACKKNIFE REPLICATE WEIGHT11 000000000000- 999999999999 = WEIGHT NOTE : IMPLIED DECIMAL POINT BETWEEN POSITIONS 6 AND 7.
REPWT12	268-279	JACKKNIFE REPLICATE WEIGHT 12 000000000000- 999999999999 = WEIGHT NOTE : IMPLIED DECIMAL POINT BETWEEN POSITIONS 6 AND 7.
REPWT13	280-291	JACKKNIFE REPLICATE WEIGHT13 000000000000- 999999999999 = WEIGHT NOTE : IMPLIED DECIMAL POINT BETWEEN POSITIONS 6 AND 7.

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Question Name	Column Number(s)	
REPWT14	292-303	JACKKNIFE REPLICATE WEIGHT14 000000000000- 999999999999 = WEIGHT NOTE : IMPLIED DECIMAL POINT BETWEEN POSITIONS 6 AND 7.
REPWT15	304-315	JACKKNIFE REPLICATE WEIGHT15 000000000000- 999999999999 = WEIGHT NOTE : IMPLIED DECIMAL POINT BETWEEN POSITIONS 6 AND 7.
REPWT16	316-327	JACKKNIFE REPLICATE WEIGHT16 000000000000- 999999999999 = WEIGHT NOTE : IMPLIED DECIMAL POINT BETWEEN POSITIONS 6 AND 7.
REPWT17	328-339	JACKKNIFE REPLICATE WEIGHT17 000000000000- 999999999999 = WEIGHT NOTE : IMPLIED DECIMAL POINT BETWEEN POSITIONS 6 AND 7.
REPWT18	340-351	JACKKNIFE REPLICATE WEIGHT18 000000000000- 999999999999 = WEIGHT NOTE : IMPLIED DECIMAL POINT BETWEEN POSITIONS 6 AND 7.

Question Name	Column Number(s)	
REPWT19	352-363	JACKKNIFE REPLICATE WEIGHT19 000000000000- 999999999999 = WEIGHT NOTE : IMPLIED DECIMAL POINT BETWEEN POSITIONS 6 AND 7.
REPWT20	364-375	JACKKNIFE REPLICATE WEIGHT20 000000000000- 999999999999 = WEIGHT NOTE : IMPLIED DECIMAL POINT BETWEEN POSITIONS 6 AND 7.
REPWT21	376-387	JACKKNIFE REPLICATE WEIGHT21 000000000000- 999999999999 = WEIGHT NOTE : IMPLIED DECIMAL POINT BETWEEN POSITIONS 6 AND 7.
REPWT22	388-399	JACKKNIFE REPLICATE WEIGHT22 000000000000- 999999999999 = WEIGHT NOTE : IMPLIED DECIMAL POINT BETWEEN POSITIONS 6 AND 7.
REPWT23	400-411	JACKKNIFE REPLICATE WEIGHT23 000000000000- 999999999999 = WEIGHT NOTE : IMPLIED DECIMAL POINT BETWEEN POSITIONS 6 AND 7.

Question Name	Column Number(s)	
REPWT24	412-423	JACKKNIFE REPLICATE WEIGHT24 000000000000- 999999999999 = WEIGHT NOTE : IMPLIED DECIMAL POINT BETWEEN POSITIONS 6 AND 7.
REPWT25	424-435	JACKKNIFE REPLICATE WEIGHT25 000000000000- 999999999999 = WEIGHT NOTE : IMPLIED DECIMAL POINT BETWEEN POSITIONS 6 AND 7.
REPWT26	436-447	JACKKNIFE REPLICATE WEIGHT26 000000000000- 999999999999 = WEIGHT NOTE : IMPLIED DECIMAL POINT BETWEEN POSITIONS 6 AND 7.
REPWT27	448-459	JACKKNIFE REPLICATE WEIGHT27 000000000000- 999999999999 = WEIGHT NOTE : IMPLIED DECIMAL POINT BETWEEN POSITIONS 6 AND 7.
REPWT28	460-471	JACKKNIFE REPLICATE WEIGHT28 000000000000- 999999999999 = WEIGHT NOTE : IMPLIED DECIMAL POINT BETWEEN POSITIONS 6 AND 7.

Question Name	Column Number(s)	
REPWT29	472-483	JACKKNIFE REPLICATE WEIGHT29 000000000000- 999999999999 = WEIGHT NOTE : IMPLIED DECIMAL POINT BETWEEN POSITIONS 6 AND 7.
REPWT30	484-495	JACKKNIFE REPLICATE WEIGHT30 000000000000- 999999999999 = WEIGHT NOTE : IMPLIED DECIMAL POINT BETWEEN POSITIONS 6 AND 7.
REPWT31	496-507	JACKKNIFE REPLICATE WEIGHT31 000000000000- 999999999999 = WEIGHT NOTE : IMPLIED DECIMAL POINT BETWEEN POSITIONS 6 AND 7.
REPWT32	508-519	JACKKNIFE REPLICATE WEIGHT32 000000000000- 999999999999 = WEIGHT NOTE : IMPLIED DECIMAL POINT BETWEEN POSITIONS 6 AND 7.
REPWT33	520-531	JACKKNIFE REPLICATE WEIGHT33 000000000000- 999999999999 = WEIGHT NOTE : IMPLIED DECIMAL POINT BETWEEN POSITIONS 6 AND 7.

Question Name	Column Number(s)	
REPWT34	532-543	JACKKNIFE REPLICATE WEIGHT34 000000000000- 999999999999 = WEIGHT NOTE : IMPLIED DECIMAL POINT BETWEEN POSITIONS 6 AND 7.
REPWT35	544-555	JACKKNIFE REPLICATE WEIGHT35 000000000000- 999999999999 = WEIGHT NOTE : IMPLIED DECIMAL POINT BETWEEN POSITIONS 6 AND 7.
REPWT36	556-567	JACKKNIFE REPLICATE WEIGHT36 000000000000- 999999999999 = WEIGHT NOTE : IMPLIED DECIMAL POINT BETWEEN POSITIONS 6 AND 7.
REPWT37	568-579	JACKKNIFE REPLICATE WEIGHT37 000000000000- 999999999999 = WEIGHT NOTE : IMPLIED DECIMAL POINT BETWEEN POSITIONS 6 AND 7.
REPWT38	580-591	JACKKNIFE REPLICATE WEIGHT38 000000000000- 999999999999 = WEIGHT NOTE : IMPLIED DECIMAL POINT BETWEEN POSITIONS 6 AND 7.

Question Name	Column Number(s)	
REPWT39	592-603	JACKKNIFE REPLICATE WEIGHT39 000000000000- 999999999999 = WEIGHT NOTE : IMPLIED DECIMAL POINT BETWEEN POSITIONS 6 AND 7.
REPWT40	604-615	JACKKNIFE REPLICATE WEIGHT40 000000000000- 999999999999 = WEIGHT NOTE : IMPLIED DECIMAL POINT BETWEEN POSITIONS 6 AND 7.
REPWT41	616-627	JACKKNIFE REPLICATE WEIGHT41 000000000000- 999999999999 = WEIGHT NOTE : IMPLIED DECIMAL POINT BETWEEN POSITIONS 6 AND 7.
REPWT42	628-639	JACKKNIFE REPLICATE WEIGHT42 000000000000- 999999999999 = WEIGHT NOTE : IMPLIED DECIMAL POINT BETWEEN POSITIONS 6 AND 7.
REPWT43	640-651	JACKKNIFE REPLICATE WEIGHT43 000000000000- 999999999999 = WEIGHT NOTE : IMPLIED DECIMAL POINT BETWEEN POSITIONS 6 AND 7.

Question Name	Column Number(s)	
REPWT44	652-663	JACKKNIFE REPLICATE WEIGHT44 000000000000- 999999999999 = WEIGHT NOTE : IMPLIED DECIMAL POINT BETWEEN POSITIONS 6 AND 7.
REPWT45	664-675	JACKKNIFE REPLICATE WEIGHT45 000000000000- 999999999999 = WEIGHT NOTE : IMPLIED DECIMAL POINT BETWEEN POSITIONS 6 AND 7.
REPWT46	676-687	JACKKNIFE REPLICATE WEIGHT46 000000000000- 999999999999 = WEIGHT NOTE : IMPLIED DECIMAL POINT BETWEEN POSITIONS 6 AND 7.
REPWT47	688-699	JACKKNIFE REPLICATE WEIGHT47 000000000000- 999999999999 = WEIGHT NOTE : IMPLIED DECIMAL POINT BETWEEN POSITIONS 6 AND 7.
REPWT48	700-711	JACKKNIFE REPLICATE WEIGHT48 000000000000- 999999999999 = WEIGHT NOTE : IMPLIED DECIMAL POINT BETWEEN POSITIONS 6 AND 7.

Question Name	Column Number(s)	
REPWT49	712-723	JACKKNIFE REPLICATE WEIGHT49 000000000000- 999999999999 = WEIGHT NOTE : IMPLIED DECIMAL POINT BETWEEN POSITIONS 6 AND 7.
REPWT50	724-735	JACKKNIFE REPLICATE WEIGHT50 000000000000- 999999999999 = WEIGHT NOTE : IMPLIED DECIMAL POINT BETWEEN POSITIONS 6 AND 7.
REPWT51	736-747	JACKKNIFE REPLICATE WEIGHT51 000000000000- 999999999999 = WEIGHT NOTE : IMPLIED DECIMAL POINT BETWEEN POSITIONS 6 AND 7.
REPWT52	748-759	JACKKNIFE REPLICATE WEIGHT52 000000000000- 999999999999 = WEIGHT NOTE : IMPLIED DECIMAL POINT BETWEEN POSITIONS 6 AND 7.
REPWT53	760-771	JACKKNIFE REPLICATE WEIGHT53 000000000000- 999999999999 = WEIGHT NOTE : IMPLIED DECIMAL POINT BETWEEN POSITIONS 6 AND 7.

Question Name	Column Number(s)	
REPWT54	772-783	JACKKNIFE REPLICATE WEIGHT54 000000000000- 999999999999 = WEIGHT NOTE : IMPLIED DECIMAL POINT BETWEEN POSITIONS 6 AND 7.
REPWT55	784-795	JACKKNIFE REPLICATE WEIGHT55 000000000000- 999999999999 = WEIGHT NOTE : IMPLIED DECIMAL POINT BETWEEN POSITIONS 6 AND 7.
REPWT56	796-807	JACKKNIFE REPLICATE WEIGHT56 000000000000- 999999999999 = WEIGHT NOTE : IMPLIED DECIMAL POINT BETWEEN POSITIONS 6 AND 7.
REPGRP1	808-809	JACKKNIFE REPLICATE GROUP NUMBER 1 01-56 = JACKKNIFE REPLICATE GROUP NUMBER 1
REPGRP2	810-811	JACKKNIFE REPLICATE GROUP NUMBER 2 00-26 = JACKKNIFE REPLICATE GROUP NUMBER 2
DROPGRP	812	JACKKNIFE DROPOUT GROUP NUMBER 1 1-3 = JACKKNIFE DROPOUT GROUP NUMBER

Question Name	Column Number(s)	
JCKFAC	813-824	JACKKNIFE REPLICATE FACTOR
ACAD_TRK	825	STUDENT PROGRAM
URBAN	826	COMMUNITY TYPE
REGION	827	REGION
PUBPRIV	828	PUBLIC/NONPUBLIC SCHOOL

JCKFAC 813-824 JACKKNIFE REPLICATE FACTOR

000000000000-
999999999999 = WEIGHT

NOTE : IMPLIED DECIMAL POINT BETWEEN POSITIONS 6 AND 7.

ACAD_TRK 825 STUDENT PROGRAM

1 = ACADEMIC
2 = VOCATIONAL
3 = BOTH
4 = NEITHER

URBAN 826 COMMUNITY TYPE

1 = BIG CITY
2 = URBAN FRINGE
3 = MEDIUM FRINGE
4 = SMALL PLACE

REGION 827 REGION

1 = NORTHEAST
2 = SOUTH CENTRAL
3 = NORTH CENTRAL
4 = WEST

PUBPRIV 828 PUBLIC/NONPUBLIC SCHOOL

1 = PUBLIC
2 = NONPRIVATE

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Variable Name	Column Numbers	Record Number	Codebook Page No.
===== A =====			
ACAD_TRK	825	Record 01	017
===== B =====			
BIRTHMO	021-022	Record 01	002
BIRTHYR	023-024	Record 01	002
===== D =====			
DROPGRP	812	Record 01	016
DRVDRACE	017	Record 01	002
===== E =====			
EXSTAT	016	Record 01	001
===== F =====			
FIL1	015	Record 01	001
FINSTUWT	124-135	Record 01	005
===== G =====			
GRADE	018-019	Record 01	002
===== H =====			
HCFLAG	025	Record 01	003
HCTYPE	026-027	Record 01	003
===== J =====			
JCKFAC	813-824	Record 01	017
===== P =====			
PSAF	100-111	Record 01	004
PSU	001-003	Record 01	001
PSU_WGT	028-039	Record 01	003
PUBPRIV	828	Record 01	017
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REGION	827	Record 01	017
REPGRP1	808-809	Record 01	016

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***** R *****

Variable Name	Column Numbers	Record Number	Codebook Page No.
REPGRP2	810-811	Record 01	016
REPWT1	136-147	Record 01	005
REPWT10	244-255	Record 01	007
REPWT11	256-267	Record 01	007
REPWT12	268-279	Record 01	007
REPWT13	280-291	Record 01	007
REPWT14	292-303	Record 01	008
REPWT15	304-315	Record 01	008
REPWT16	316-327	Record 01	008
REPWT17	328-339	Record 01	008
REPWT18	340-351	Record 01	008
REPWT19	352-363	Record 01	009
REPWT2	148-159	Record 01	005
REPWT20	364-375	Record 01	009
REPWT21	376-387	Record 01	009
REPWT22	388-399	Record 01	009
REPWT23	400-411	Record 01	009
REPWT24	412-423	Record 01	010
REPWT25	424-435	Record 01	010
REPWT26	436-447	Record 01	010
REPWT27	448-459	Record 01	010
REPWT28	460-471	Record 01	010
REPWT29	472-483	Record 01	011
REPWT3	160-171	Record 01	005
REPWT30	484-495	Record 01	011
REPWT31	496-507	Record 01	011
REPWT32	508-519	Record 01	011
REPWT33	520-531	Record 01	011
REPWT34	532-543	Record 01	012
REPWT35	544-555	Record 01	012
REPWT36	556-567	Record 01	012
REPWT37	568-579	Record 01	012
REPWT38	580-591	Record 01	012
REPWT39	592-603	Record 01	013
REPWT4	172-183	Record 01	006
REPWT40	604-615	Record 01	013
REPWT41	616-627	Record 01	013
REPWT42	628-639	Record 01	013
REPWT43	640-651	Record 01	013
REPWT44	652-663	Record 01	014
REPWT45	664-675	Record 01	014
REPWT46	676-687	Record 01	014
REPWT47	688-699	Record 01	014
REPWT48	700-711	Record 01	014
REPWT49	712-723	Record 01	015

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Variable Name	Column Numbers	Record Number	Codebook Page No.
===== R =====			
REPWT5	184-195	Record 01	006
REPWT50	724-735	Record 01	015
REPWT51	736-747	Record 01	015
REPWT52	748-759	Record 01	015
REPWT53	760-771	Record 01	015
REPWT54	772-733	Record 01	016
REPWT55	784-795	Record 01	016
REPWT56	796-807	Record 01	016
REPWT6	196-207	Record 01	006
REPWT7	208-219	Record 01	006
REPWT8	220-231	Record 01	006
REPWT9	232-243	Record 01	007
===== S =====			
SCHNRADJ	076-087	Record 01	004
SCHOOL	004-006	Record 01	001
SCHWGTTR	040-051	Record 01	003
SESSWT	052-063	Record 01	004
SEX	020	Record 01	002
STHNRF	112-123	Record 01	005
STNNRF	088-099	Record 01	004
STUDENT	007-014	Record 01	001
STUSCHW	064-075	Record 01	004
===== U =====			
URBAN	826	Record 01	017

1990 HIGH SCHOOL TRANSCRIPT STUDY
THE LINKED WEIGHTS FILE

PRIMARY SAMPLING UNIT

PSU	Frequency	Percent	Cumulative Frequency	Cumulative Percent
011-552	13744	100.0	13744	100.0

SCHOOL ID (WITHIN PSU)

SCHOOL	Frequency	Percent	Cumulative Frequency	Cumulative Percent
301-351	13744	100.0	13744	100.0

STUDENT ID (WITHIN SCHOOL)

STUDENT	Frequency	Percent	Cumulative Frequency	Cumulative Percent
NAEP IDS	13744	100.0	13744	100.0

STUDENT EXIT STATUS

EXSTAT	Frequency	Percent	Cumulative Frequency	Cumulative Percent
STANDARD DIPLOMA	12711	92.5	12711	92.5
HONORS DIPLOMA	897	6.5	13608	99.0
DIPL W/SP ED ADJ	93	0.7	13701	99.7
CERT. OF ATTEND	43	0.3	13744	100.0

STUDENT RACE/ETHNICITY

DRVDRACE	Frequency	Percent	Cumulative Frequency	Cumulative Percent
MISSING	1	0.0	1	0.0
WHITE, NON-HISP	10140	73.8	10141	73.8
BLACK, NON-HISP	1676	12.2	11817	86.0
HISPANIC	1240	9.0	13057	95.0
ASIAN/PACIFIC	580	4.2	13637	99.2
AMER IND/ALASKAN	90	0.7	13727	99.9
OTHER	17	0.1	13744	100.0

STUDENT GRADE LEVEL IN 1989-90

GRADE	Frequency	Percent	Cumulative Frequency	Cumulative Percent
TWELFTH GRADE	13744	100.0	13744	100.0

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1990 HIGH SCHOOL TRANSCRIPT STUDY
THE LINKED WEIGHTS FILE

STUDENT GENDER

SEX	Frequency	Percent	Cumulative Frequency	Cumulative Percent
MALE	6546	47.6	6546	47.6
FEMALE	7198	52.4	13744	100.0

STUDENT MONTH BORN

BIRTHMO	Frequency	Percent	Cumulative Frequency	Cumulative Percent
01	1160	8.4	1160	8.4
02	1079	7.9	2239	16.3
03	1175	8.5	3414	24.8
04	1076	7.8	4490	32.7
05	1133	8.2	5623	40.9
06	1067	7.8	6690	48.7
07	1151	8.4	7841	57.1
08	1197	8.7	9038	65.8
09	1288	9.4	10326	75.1
10	1160	8.4	11486	83.6
11	1092	7.9	12578	91.5
12	1166	8.5	13744	100.0

STUDENT YEAR BORN

BIRTHYR	Frequency	Percent	Cumulative Frequency	Cumulative Percent
67	1	0.0	1	0.0
68	8	0.1	9	0.1
69	49	0.4	58	0.4
70	424	3.1	482	3.5
71	3619	26.3	4101	29.8
72	9476	68.9	13577	98.8
73	163	1.2	13740	100.0
74	4	0.0	13744	100.0

STUDENT HANDICAPPED STATUS

HCFLAG	Frequency	Percent	Cumulative Frequency	Cumulative Percent
NOT HANDICAPPED	13319	96.9	13319	96.9
HANDICAPPED	425	3.1	13744	100.0

1990 HIGH SCHOOL TRANSCRIPT STUDY
THE LINKED WEIGHTS FILE

WHAT IS STUDENT'S DISABILITY

HCTYPE	Frequency	Percent	Cumulative Frequency	Cumulative Percent
NO IEP/LEP QUEST	13248	96.4	13248	96.4
MULTIDISABLED	9	0.1	13257	96.5
MENT RETARDED	59	0.4	13316	96.9
HARD OF HEARING	2	0.0	13318	96.9
SPEECH IMPAIRED	1	0.0	13319	96.9
VISUAL HC/BLIND	3	0.0	13322	96.9
DEAF/BLIND	1	0.0	13323	96.9
EMOTIONALLY DIST	17	0.1	13340	97.1
ORTHOPD IMPAIRED	3	0.0	13343	97.1
LEARN DISABLED	307	2.2	13650	99.3
OTHER DISABILITY	5	0.0	13655	99.4
MISSING	89	0.6	13744	100.0

STUDENT PROGRAM

ACAD_TRK	Frequency	Percent	Cumulative Frequency	Cumulative Percent
ACADEMIC	10347	75.3	10347	75.3
VOCATIONAL	807	5.9	11154	81.2
BOTH	1240	9.0	12394	90.2
NEITHER	1350	9.8	13744	100.0

COMMUNITY TYPE

URBAN	Frequency	Percent	Cumulative Frequency	Cumulative Percent
BIG CITY	2688	19.6	2688	19.6
URBAN FRINGE	3469	25.2	6157	44.8
MEDIUM FRINGE	1949	14.2	8106	59.0
SMALL PLACE	5638	41.0	13744	100.0

U.S. REGION

REGION	Frequency	Percent	Cumulative Frequency	Cumulative Percent
NORTHEAST	3236	23.5	3236	23.5
SOUTH CENTRAL	5300	38.6	8536	62.1
NORTH CENTRAL	2639	19.2	11175	81.3
WEST	2569	18.7	13744	100.0

PUBLIC/NONPUBLIC SCHOOL

PUBPRIV	Frequency	Percent	Cumulative Frequency	Cumulative Percent
PUBLIC	10828	78.8	10828	78.8
NONPUBLIC	2916	21.2	13744	100.0

APPENDIX G
1990 HIGH SCHOOL TRANSCRIPT STUDY
IEP/LEP FILE

HIGH SCHOOL TRANSCRIPT STUDY
CODEBOOK FOR IEP/LEP STUDENT QUESTIONNAIRE
JANUARY 19, 1993

Question Name	Column Number(s)	
PSU	001-003	PRIMARY SAMPLING UNIT 012-552 = PSU
SCHOOL	004-006	SCHOOL ID (WITHIN PSU) 301-351 = SCHOOL (WITHIN PSU) NOTE : BOTH PSU AND SCHOOL ID MUST BE COMBINED TO UNIQUELY IDENTIFY A SCHOOL WITHIN THE DATA FILE.
STUDENT	007-014	STUDENT ID (WITHIN SCHOOL) 01700847-72345047 = STUDENT ID (NAEP BOOKLET NUMBER) 99000716-99037933 = STUDENT ID (STUDENT NOT LINKED TO NAEP) NOTE : PSU, SCHOOL ID, AND STUDENT ID MUST BE COMBINED TO UNIQUELY IDENTIFY A STUDENT WITHIN THE DATA FILE. ID'S BEGINNING WITH NUMBERS LESS THAN 9, REPRESENT THE NAEP BOOKLET NUMBERS USED BY THESE STUDENTS. ID'S BEGINNING WITH 990 ARE STUDENTS FOR WHOM NO NAEP BOOKLET NUMBER IS AVAILABLE. MOST OF THESE STUDENTS COME FROM SCHOOLS WHICH DID NOT PARTICIPATE IN NAEP. THE REMAINDER ARE FOR STUDENTS AT NAEP SCHOOLS FOR WHICH A NEW SAMPLE WAS DRAWN FOR THE TRANSCRIPT STUDY.
SOURCE	015-016	ORIGINATION OF OBSERVATION 90 = NAEP 91 = HSTS
EXSTAT	017	STUDENT EXIT STATUS 1 = STANDARD DIPLOMA 2 = HONORS DIPLOMA 3 = DIPLOMA WITH SPECIAL EDUCATION ADJUSTMENTS 4 = CERTIFICATE OF ATTENDANCE

Question Name	Column Number(s)	
DRVDRACE	018	**STUDENT RACE/ETHNICITY** 1 = WHITE (NOT HISPANIC) 2 = BLACK (NOT HISPANIC) 3 = HISPANIC (MEXICAN, MEXICAN-AMERICAN, CHICANO, PUERTO RICAN, CUBAN, OTHER SPANISH OR HISPANIC DESCENT) 4 = ASIAN OR PACIFIC ISLANDER 5 = AMERICAN INDIAN OR ALASKAN NATIVE 6 = OTHER BLANK = MISSING
GRADE	019-020	**STUDENT GRADE LEVEL IN 1989-90** 12 = TWELFTH GRADE BLANK = MISSING NOTE : GRADE THE STUDENT ATTENDED DURING THE 1989-90 SCHOOL YEAR.
SEX	021	**STUDENT GENDER** 1 = MALE 2 = FEMALE BLANK = MISSING
BIRTHMO	022-023	**STUDENT MONTH BORN** 01-12 = MONTH BORN BLANK = MISSING
BIRTHYR	024-025	**STUDENT YEAR BORN** 41-76 = YEAR BORN BLANK = MISSING

Question Name	Column Number(s)	
HCFLAG	026	STUDENT HANDICAPPED STATUS 1 = NOT HANDICAPPED 2 = HANDICAPPED NOTE : HCFLAG IS BASED ON A DETERMINATION OF WHETHER THE STUDENT IS HANDICAPPED AND IN A SPECIAL EDUCATION PROGRAM, USING THE BEST INFORMATION AVAILABLE. IF Q01 = 1, THEN THE HCFLAG WAS SET TO 2 (HANDICAPPED). IF Q02 = 0 AND AT LEAST ONE ITEM IN THE "STUDENT WITH A DISABILITY" SECTION (Q6 - Q15) WAS COMPLETED, THEN THE HCFLAG WAS SET TO 2 (HANDICAPPED).
Q01	027	STUDENT LISTED AS IEP 0 = NO 1 = YES
Q02	028	STUDENT LISTED AS LEP 0 = NO 1 = YES
Q03	029-030	ENGLISH GRADE LEVEL IN SPRING OF 1990 01 = GRADE 1 02 = GRADE 2 03 = GRADE 3 04 = GRADE 4 05 = GRADE 5 06 = GRADE 6 07 = GRADE 7 08 = GRADE 8 09 = GRADE 9 10 = GRADE 10 11 = GRADE 11 12 = GRADE 12 13 = NO GRADE DETERMINED 14 = LOWER THAN KINDERGARTEN 15 = KINDERGARTEN 99 = MISSING

Question Name	Column Number(s)	
Q04	031-032	MATH GRADE LEVEL IN SPRING OF 1990

01 = GRADE 1
02 = GRADE 2
03 = GRADE 3
04 = GRADE 4
05 = GRADE 5
06 = GRADE 6
07 = GRADE 7
08 = GRADE 8
09 = GRADE 9
10 = GRADE 10
11 = GRADE 11
12 = GRADE 12
13 = NO GRADE DETERMINED
14 = LOWER THAN KINDERGARTEN
15 = KINDERGARTEN
99 = MISSING

Question Name	Column Number(s)	
Q05	033-035	PERCENTAGE OF DAY SPENT IN REGULAR CLASS

000 = NONE
005 = 5 %
010 = 10 %
015 = 15 %
020 = 20 %
025 = 25 %
030 = 30 %
035 = 35 %
040 = 40 %
045 = 45 %
050 = 50 %
055 = 55 %
060 = 60 %
065 = 65 %
070 = 70 %
075 = 75 %
080 = 80 %
085 = 85 %
090 = 90 %
095 = 95 %
100 = 100 %
999 = MISSING

Question Name	Column Number(s)	
Q06	036-037	WHAT IS STUDENT'S DISABILITY

01 = MULTIDISABLED
02 = MENTALLY RETARDED
03 = HARD OF HEARING
04 = DEAF
05 = SPEECH IMPAIRED
06 = VISUALLY HANDICAPPED/BLIND
07 = DEAF/BLIND
08 = EMOTIONALLY DISTURBED
09 = ORTHOPEDICALLY IMPAIRED
10 = LEARNING DISABLED
11 = OTHER DISABILITY
99 = MISSING

Question Name — Column Number(s)

Q060 — 038-039 — Q6 OTHER SPECIFY

01 = SOCIALLY MALADJUSTED
02 = LACK OF SELF-CONCEPT AND MOTIVATION
03 = TOURETTE SYNDROME
04 = BEHAVIOR PROBLEM
05 = CEREBAL PALSY
06 = HEAD INJURY
07 = SLOW/DISORGANIZED/POOR STUDY SKILLS
08 = AUTISTIC
09 = LANGUAGE
99 = MISSING

NOTE: ONLY CODED FOR STUDENTS WHOSE IEP/LEP QUESTIONNAIRES WERE COLLECTED IN 1991 (REFER TO VARIABLE "SOURCE")

Q07 — 040 — DESCRIBE STUDENT'S CONDITION

1 = PROFOUND
2 = SEVERE
3 = MODERATE
4 = MILD
9 = MISSING

Q08 — 041-043 — PERCENTAGE OF DAY SPENT IN SPECIAL EDUCATION

000 = NONE
005 = 5 %
010 = 10 %
015 = 15 %
020 = 20 %
025 = 25 %
030 = 30 %
035 = 35 %
040 = 40 %
045 = 45 %
050 = 50 %
055 = 55 %
060 = 60 %
065 = 65 %
070 = 70 %
075 = 75 %
080 = 80 %
085 = 85 %
090 = 90 %
095 = 95 %
100 = 100 %
999 = MISSING

Q09 — 044 — SPECIAL EDUCATION FOR LANGUAGE DEVELOPMENT

1 = YES
2 = NO
9 = MISSING

Question Name	Column Number(s)	
Q10	045	SPECIAL EDUCATION FOR READING 1 = YES 2 = NO 9 = MISSING
Q11	046	SPECIAL EDUCATION FOR MATHEMATICS 1 = YES 2 = NO 9 = MISSING
Q12	047	SPECIAL EDUCATION FOR SPEECH 1 = YES 2 = NO 9 = MISSING
Q13	048	SPECIAL EDUCATION FOR SELF-CONTROL AND DEPORTMENT 1 = YES 2 = NO 9 = MISSING
Q14	049	SPECIAL EDUCATION FOR PERSONAL CARE AND BASIC LIFE SKILLS 1 = YES 2 = NO 9 = MISSING
Q15	050	SPECIAL EDUCATION FOR VOCATIONAL EDUCATION 1 = YES 2 = NO 9 = MISSING
Q16	051	STUDENT'S NON -ENGLISH LANGUAGE 1 = SPANISH 2 = OTHER LANGUAGE 9 = MISSING

Question Name Column Number(s)

Q160 052-053 OTHER LANGUAGE SPECIFY

01 = OROMO
02 = LAOTIAN
03 = PAKISTANI
04 = CHINESE
05 = KOREAN
06 = HAITIAN CREOLE
07 = ILOCANO
08 = VISAYAN
09 = JAPANESE
10 = SWEDISH
11 = VIETNAMESE
12 = PORTUGESE
13 = ASIAN (NFI)
14 = INDIAN
15 = RUSSIAN
16 = CAMBODIAN
17 = MANDARIN (CHINESE)
18 = SAMOAN
19 = PHILIPINO
20 = POLISH
21 = YUGOSLAVIAN
22 = PERSIAN
23 = CZECHOSLOVAKIAN
99 = MISSING

NOTE: ONLY CODED FOR STUDENTS WHOSE IEP/LEP QUESTIONNAIRES WERE COLLECTED IN 1991 (REFER TO VARIABLE "SOURCE").

Q17 054 PERCENTAGE OF OTHER STUDENTS SPEAKING SAME LANGUAGE

1 = NONE
2 = 10 % OR LESS
3 = 11 - 20 %
4 = 21 - 30 %
5 = 31 - 40 %
6 = 41 - 50 %
7 = 51 - 60 %
8 = MORE THAN 60 %
9 = MISSING

Q18 055 DID STUDENT LIVE WHERE ENGLISH WASN'T DOMINANT LANGUAGE

1 = YES
2 = NO
3 = DON'T KNOW
9 = MISSING

Question Name   Column Number(s)

Q19   056-058   PERCENTAGE OF DAY SPENT IN SPECIAL LANGUAGE PROGRAM

000 = NONE
005 = 5 %
010 = 10 %
015 = 15 %
020 = 20 %
025 = 25 %
030 = 30 %
035 = 35 %
040 = 40 %
045 = 45 %
050 = 50 %
055 = 55 %
060 = 60 %
065 = 65 %
070 = 70 %
075 = 75 %
080 = 80 %
085 = 85 %
090 = 90 %
095 = 95 %
100 = 100 %
999 = MISSING

Q20   059   ENGLISH FOR STUDENTS OF ANOTHER LANGUAGE

1 = YES
2 = NO
9 = MISSING

Q21   060   READING/WRITING IN NATIVE LANGUAGE

1 = YES
2 = NO
9 = MISSING

Q22   061   ONE OR MORE COURSES TAUGHT IN NATIVE LANGUAGE

1 = YES
2 = NO
9 = MISSING

Q23   062   HOW MANY YEARS IN SPECIAL LANGUAGE PROGRAM

1 = NOT IN SPECIAL PROGRAM
2 = 1 YEAR
3 = 2 YEARS
4 = MORE THAN 2 YEARS
5 = DON'T KNOW
9 = MISSING

Question Name	Column Number(s)	
Q24	063	PROFICIENCY IN SPEAKING ENGLISH 1 = EXCELLENT 2 = GOOD 3 = FAIR 4 = POOR 5 = NO PROFICIENCY 6 = DON'T KNOW 9 = MISSING
Q25	064	PROFICIENCY IN UNDERSTANDING ENGLISH 1 = EXCELLENT 2 = GOOD 3 = FAIR 4 = POOR 5 = NO PROFICIENCY 6 = DON'T KNOW 9 = MISSING
Q26	065	PROFICIENCY IN READING ENGLISH 1 = EXCELLENT 2 = GOOD 3 = FAIR 4 = POOR 5 = NO PROFICIENCY 6 = DON'T KNOW 9 = MISSING
Q27	066	PROFICIENCY IN WRITING ENGLISH 1 = EXCELLENT 2 = GOOD 3 = FAIR 4 = POOR 5 = NO PROFICIENCY 6 = DON'T KNOW 9 = MISSING

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Variable Name            Column Numbers     Record Number     Codebook Page No.
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***** B -*****

BIRTHMO                   022-023             Record 01             002
BIRTHYR                   024-025             Record 01             002

***** D *****

DRVDRACE                  018                 Record 01             002

***** E *****

EXSTAT                    017                 Record 01             001

***** G *****

GRADE                     019-020             Record 01             002

***** H *****

HCFLAG                    026                 Record 01             003

***** P *****

PSU                       001-003             Record 01             001

***** Q *****

Q01                       027                 Record 01             003
Q02                       028                 Record 01             003
Q03                       029-030             Record 01             003
Q04                       031-032             Record 01             004
Q05                       033-035             Record 01             004
Q06                       036-037             Record 01             004
Q06D                      038-039             Record 01             005
Q07                       040                 Record 01             005
Q08                       041-043             Record 01             005
Q09                       044                 Record 01             005
Q10                       045                 Record 01             006
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Q13                       048                 Record 01             006
Q14                       049                 Record 01             006
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Q18                       055                 Record 01             007
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Q20	059	Record 01	008
Q21	060	Record 01	008
Q22	061	Record 01	008
Q23	062	Record 01	008
Q24	063	Record 01	009
Q25	064	Record 01	009
Q26	065	Record 01	009
Q27	066	Record 01	009
***** S *****			
SCHOOL	004-006	Record 01	001
SEX	021	Record 01	002
SOURCE	015-016	Record 01	001
STUDENT	007-014	Record 01	001

THE 1990 HIGH SCHOOL TRANSCRIPT STUDY
THE IEP/LEP FILE

PRIMARY SAMPLING UNIT

PSU	Frequency	Percent	Cumulative Frequency	Cumulative Percent
012-552	695	100.0	695	100.0

SCHOOL ID (WITHIN PSU)

SCHOOL	Frequency	Percent	Cumulative Frequency	Cumulative Percent
301-351	695	100.0	695	100.0

STUDENT ID (WITHIN SCHOOL)

STUDENT	Frequency	Percent	Cumulative Frequency	Cumulative Percent
NAEP ID	531	76.4	531	76.4
NON-LINKED ID	164	23.6	695	100.0

ORIGINATION OF OBSERVATION

SOURCE	Frequency	Percent	Cumulative Frequency	Cumulative Percent
NAEP	341	49.1	341	49.1
HSTS	354	50.9	695	100.0

STUDENT EXIT STATUS

EXSTAT	Frequency	Percent	Cumulative Frequency	Cumulative Percent
STANDARD DIPLOMA	563	81.0	563	81.0
DIPL W/SP ED ADJ	101	14.5	664	95.5
CERT. OF ATTEND	31	4.5	695	100.0

STUDENT RACE/ETHNICITY

DRVDRACE	Frequency	Percent	Cumulative Frequency	Cumulative Percent
MISSING	16	2.3	16	2.3
WHITE, NON-HISP	408	58.7	424	61.0
BLACK, NON-HISP	122	17.6	546	78.6
HISPANIC	94	13.5	640	92.1
ASIAN/PACIF ISLE	50	7.2	690	99.3
AMER IND/ALASKAN	2	0.3	692	99.6
OTHER	3	0.4	695	100.0

THE 1990 HIGH SCHOOL TRANSCRIPT STUDY
THE IEP/LEP FILE

STUDENT GRADE LEVEL IN 1989-90

GRADE	Frequency	Percent	Cumulative Frequency	Cumulative Percent
TWELFTH GRADE	695	100.0	695	100.0

STUDENT GENDER

SEX	Frequency	Percent	Cumulative Frequency	Cumulative Percent
MALE	437	62.9	437	62.9
FEMALE	258	37.1	695	100.0

STUDENT MONTH BORN

BIRTHMO	Frequency	Percent	Cumulative Frequency	Cumulative Percent
01	67	9.6	67	9.6
02	48	6.9	115	16.5
03	48	6.9	163	23.5
04	58	8.3	221	31.8
05	54	7.8	275	39.6
06	46	6.6	321	46.2
07	68	9.8	389	56.0
08	73	10.5	462	66.5
09	73	10.5	535	77.0
10	50	7.2	585	84.2
11	44	6.3	629	90.5
12	66	9.5	695	100.0

STUDENT YEAR BORN

BIRTHYR	Frequency	Percent	Cumulative Frequency	Cumulative Percent
41	1	0.1	1	0.1
67	1	0.1	2	0.3
68	5	0.7	7	1.0
69	22	3.2	29	4.2
70	125	18.0	154	22.2
71	347	49.9	501	72.1
72	187	26.9	688	99.0
73	6	0.9	694	99.9
74	1	0.1	695	100.0

STUDENT HANDICAPPED STATUS

HCFLAG	Frequency	Percent	Cumulative Frequency	Cumulative Percent
NOT HANDICAPPED	120	17.3	120	17.3
HANDICAPPED	575	82.7	695	100.0

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                 THE 1990 HIGH SCHOOL TRANSCRIPT STUDY
                           THE IEP/LEP FILE

                        STUDENT LISTED AS IEP

                                       Cumulative  Cumulative
      Q01    Frequency    Percent      Frequency     Percent
      -------------------------------------------------------
      NO          126       18.1           126         18.1
      YES         569       81.9           695        100.0



                        STUDENT LISTED AS LEP

                                       Cumulative  Cumulative
      Q02    Frequency    Percent      Frequency     Percent
      -------------------------------------------------------
      NO          588       84.6           588         84.6
      YES         107       15.4           695        100.0



                  ENGLISH GRADE LEVEL IN SPRING OF 1990

                                                 Cumulative  Cumulative
Q03                     Frequency    Percent     Frequency     Percent
-----------------------------------------------------------------------
GRADE 1                       10        1.4            10         1.4
GRADE 2                       17        2.4            27         3.9
GRADE 3                       38        5.5            65         9.4
GRADE 4                       68        9.8           133        19.1
GRADE 5                       65        9.4           198        28.5
GRADE 6                       74       10.6           272        39.1
GRADE 7                       55        7.9           327        47.1
GRADE 8                       66        9.5           393        56.5
GRADE 9                       56        8.1           449        64.6
GRADE 10                      58        8.3           507        72.9
GRADE 11                      29        4.2           536        77.1
GRADE 12                      49        7.1           585        84.2
NO GRADE                      46        6.6           631        90.8
< KINDERGARTEN                 4        0.6           635        91.4
KINDERGARTEN                   1        0.1           636        91.5
MISSING                       59        8.5           695       100.0



                    MATH GRADE LEVEL IN SPRING OF 1990

                                                 Cumulative  Cumulative
Q04                     Frequency    Percent     Frequency     Percent
-----------------------------------------------------------------------
GRADE 1                        5        0.7             5         0.7
GRADE 2                       14        2.0            19         2.7
GRADE 3                       29        4.2            48         6.9
GRADE 4                       64        9.2           112        16.1
GRADE 5                       59        8.5           171        24.6
GRADE 6                       76       10.9           247        35.5
GRADE 7                       47        6.8           294        42.3
GRADE 8                       61        8.8           355        51.1
GRADE 9                       47        6.8           402        57.8
GRADE 10                      71       10.2           473        68.1
GRADE 11                      42        6.0           515        74.1
GRADE 12                      64        9.2           579        83.3
NO GRADE                      41        5.9           620        89.2
< KINDERGARTEN                 4        0.6           624        89.8
KINDERGARTEN                   1        0.1           625        89.9
MISSING                       70       10.1           695       100.0
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THE 1990 HIGH SCHOOL TRANSCRIPT STUDY
THE IEP/LEP FILE

PERCENTAGE OF DAY SPENT IN REGULAR CLASS

Q05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
NONE	62	8.9	62	8.9
10 %	36	5.2	98	14.1
15 %	2	0.3	100	14.4
20 %	23	3.3	123	17.7
25 %	4	0.6	127	18.3
30 %	32	4.6	159	22.9
35 %	1	0.1	160	23.0
40 %	23	3.3	183	26.3
50 %	76	10.9	259	37.3
55 %	2	0.3	261	37.6
60 %	51	7.3	312	44.9
70 %	47	6.8	359	51.7
80 %	110	15.8	469	67.5
85 %	2	0.3	471	67.8
90 %	78	11.2	549	79.0
95 %	1	0.1	550	79.1
100 %	83	11.9	633	91.1
MISSING	62	8.9	695	100.0

WHAT IS STUDENT'S DISABILITY

Q06	Frequency	Percent	Cumulative Frequency	Cumulative Percent
MULTIDISABLED	10	1.4	10	1.4
MENT RETARDED	85	12.2	95	13.7
HARD OF HEARING	2	0.3	97	14.0
SPEECH IMPAIRED	1	0.1	98	14.1
VISUAL HC/BLIND	3	0.4	101	14.5
DEAF/BLIND	1	0.1	102	14.7
EMOTIONALLY DIST	26	3.7	128	18.4
ORTHOPD IMPAIRED	6	0.8	134	19.3
LEARN DISABLED	402	57.8	536	77.1
OTHER DISABILITY	12	1.7	548	78.8
MISSING	147	21.2	695	100.0

Q6 OTHER SPECIFY

Q06O	Frequency	Percent	Cumulative Frequency	Cumulative Percent
SOCIALLY MALADJ	1	0.1	1	0.1
LACK SELF-CONCPT	1	0.1	2	0.3
TOURETTE SYNDRME	1	0.1	3	0.4
BEHAVIOR PROBLEM	1	0.1	4	0.6
HEAD INJURY	1	0.1	5	0.7
SLOW/DISORG	1	0.1	6	0.9
AUTISTIC	1	0.1	7	1.0
LANGUAGE	2	0.3	9	1.3
MISSING	686	98.7	695	100.0

THE 1990 HIGH SCHOOL TRANSCRIPT STUDY
THE IEP/LEP FILE

DESCRIBE STUDENT'S CONDITION

Q07	Frequency	Percent	Cumulative Frequency	Cumulative Percent
PROFOUND	8	1.2	8	1.2
SEVERE	51	7.3	59	8.5
MODERATE	202	29.1	261	37.6
MILD	277	39.9	538	77.4
MISSING	157	22.6	695	100.0

PERCENTAGE OF DAY SPENT IN SPECIAL ED.

Q08	Frequency	Percent	Cumulative Frequency	Cumulative Percent
NONE	58	8.3	58	8.3
10 %	84	12.1	142	20.4
15 %	2	0.3	144	20.7
20 %	98	14.1	242	34.8
25 %	1	0.1	243	35.0
30 %	47	6.8	290	41.7
40 %	41	5.9	331	47.6
50 %	66	9.5	397	57.1
60 %	20	2.9	417	60.0
70 %	26	3.7	443	63.7
80 %	18	2.6	461	66.3
90 %	21	3.0	482	69.4
100 %	60	8.6	542	78.0
MISSING	153	22.0	695	100.0

SPECIAL ED. FOR LANGUAGE DEVELOPMENT

Q09	Frequency	Percent	Cumulative Frequency	Cumulative Percent
YES	293	42.2	293	42.2
NO	209	30.1	502	72.2
MISSING	193	27.8	695	100.0

SPECIAL EDUCATION FOR READING

Q10	Frequency	Percent	Cumulative Frequency	Cumulative Percent
YES	341	49.1	341	49.1
NO	168	24.2	509	73.2
MISSING	186	26.8	695	100.0

SPECIAL EDUCATION FOR MATHEMATICS

Q11	Frequency	Percent	Cumulative Frequency	Cumulative Percent
YES	232	33.4	232	33.4
NO	258	37.1	490	70.5
MISSING	205	29.5	695	100.0

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                    THE 1990 HIGH SCHOOL TRANSCRIPT STUDY
                             THE IEP/LEP FILE

                       SPECIAL EDUCATION FOR SPEECH

                                              Cumulative  Cumulative
          Q12         Frequency    Percent     Frequency    Percent
          ----------------------------------------------------------
          YES                38        5.5           38         5.5
          NO                407       58.6          445        64.0
          MISSING           250       36.0          695       100.0


                  SPECIAL ED. FOR SELF-CONTROL/DEPORTMENT

                                              Cumulative  Cumulative
          Q13         Frequency    Percent     Frequency    Percent
          ----------------------------------------------------------
          YES               117       16.8          117        16.8
          NO                336       48.3          453        65.2
          MISSING           242       34.8          695       100.0


                  SPECIAL ED. FOR PERSONAL CARE/LIFE SKILL

                                              Cumulative  Cumulative
          Q14         Frequency    Percent     Frequency    Percent
          ----------------------------------------------------------
          YES               152       21.9          152        21.9
          NO                299       43.0          451        64.9
          MISSING           244       35.1          695       100.0


                    SPECIAL ED. FOR VOCATIONAL EDUCATION

                                              Cumulative  Cumulative
          Q15         Frequency    Percent     Frequency    Percent
          ----------------------------------------------------------
          YES               282       40.6          282        40.6
          NO                198       28.5          480        69.1
          MISSING           215       30.9          695       100.0


                       STUDENT'S NON-ENGLISH LANGUAGE

                                                    Cumulative  Cumulative
       Q16                  Frequency    Percent     Frequency    Percent
       ----------------------------------------------------------------
       SPANISH                     41        5.9           41         5.9
       OTHER LANGUAGE              60        8.6          101        14.5
       MISSING                    594       85.5          695       100.0
```

OTHER LANGUAGE SPECIFY

Q160	Frequency	Percent	Cumulative Frequency	Cumulative Percent
LAOTIAN	4	0.6	4	0.6
PAKISTANI	1	0.1	5	0.7
CHINESE	8	1.2	13	1.9
KOREAN	5	0.7	18	2.6
HAITIAN CREOLE	2	0.3	20	2.9
ILOCANO	1	0.1	21	3.0
VISAYAN	1	0.1	22	3.2
JAPANESE	2	0.3	24	3.5
VIETNAMESE	3	0.4	27	3.9
PORTUGESE	1	0.1	28	4.0
ASIAN (NFI)	1	0.1	29	4.2
INDIAN	1	0.1	30	4.3
CAMBODIAN	1	0.1	31	4.5
SAMOAN	1	0.1	32	4.6
PHILIPINO	2	0.3	34	4.9
POLISH	3	0.4	37	5.3
YUGOSLAVIAN	1	0.1	38	5.5
CZECHOSLOVAKIAN	1	0.1	39	5.6
MISSING	656	94.4	695	100.0

PERCENT OF STUDENTS SPEAKING SAME LANG

Q17	Frequency	Percent	Cumulative Frequency	Cumulative Percent
NONE	10	1.4	10	1.4
10 % OR LESS	46	6.6	56	8.1
11 - 20 %	9	1.3	65	9.4
21 - 30 %	12	1.7	77	11.1
31 - 40 %	13	1.9	90	12.9
41 - 50 %	11	1.6	101	14.5
MORE THAN 60 %	1	0.1	102	14.7
MISSING	593	85.3	695	100.0

STUDENT LIVED WHERE ENGLISH NOT DOMINANT

Q18	Frequency	Percent	Cumulative Frequency	Cumulative Percent
YES	21	3.0	21	3.0
NO	88	12.7	109	15.7
DON'T KNOW	1	0.1	110	15.8
MISSING	585	84.2	695	100.0

THE 1990 HIGH SCHOOL TRANSCRIPT STUDY
THE IEP/LEP FILE

PERCENT OF DAY IN SPECIAL LANGUAGE PROG

Q19	Frequency	Percent	Cumulative Frequency	Cumulative Percent
NONE	30	4.3	30	4.3
10 %	11	1.6	41	5.9
20 %	19	2.7	60	8.6
30 %	11	1.6	71	10.2
40 %	5	0.7	76	10.9
50 %	11	1.6	87	12.5
60 %	8	1.2	95	13.7
70 %	3	0.4	98	14.1
80 %	9	1.3	107	15.4
90 %	2	0.3	109	15.7
100 %	1	0.1	110	15.8
MISSING	585	84.2	695	100.0

ENGLISH FOR STUDENTS OF ANOTHER LANGUAGE

Q20	Frequency	Percent	Cumulative Frequency	Cumulative Percent
YES	78	11.2	78	11.2
NO	34	4.9	112	16.1
MISSING	583	83.9	695	100.0

READING/WRITING IN NATIVE LANGUAGE

Q21	Frequency	Percent	Cumulative Frequency	Cumulative Percent
YES	18	2.6	18	2.6
NO	83	11.9	101	14.5
MISSING	594	85.5	695	100.0

ANY COURSES TAUGHT IN NATIVE LANGUAGE

Q22	Frequency	Percent	Cumulative Frequency	Cumulative Percent
YES	25	3.6	25	3.6
NO	83	11.9	108	15.5
MISSING	587	84.5	695	100.0

HOW MANY YEARS IN SPECIAL LANGUAGE PROG.

Q23	Frequency	Percent	Cumulative Frequency	Cumulative Percent
NOT IN SPEC PROG	16	2.3	16	2.3
1 YEAR	11	1.6	27	3.9
2 YEARS	28	4.0	55	7.9
MORE THAN 2 YRS	49	7.1	104	15.0
DON'T KNOW	4	0.6	108	15.5
MISSING	587	84.5	695	100.0

THE 1990 HIGH SCHOOL TRANSCRIPT STUDY
THE IEP/LEP FILE

PROFICIENCY IN SPEAKING ENGLISH

Q24	Frequency	Percent	Cumulative Frequency	Cumulative Percent
EXCELLENT	13	1.9	13	1.9
GOOD	29	4.2	42	6.0
FAIR	36	5.2	78	11.2
POOR	20	2.9	98	14.1
NO PROFICIENCY	4	0.6	102	14.7
DON'T KNOW	17	2.4	119	17.1
MISSING	576	82.9	695	100.0

PROFICIENCY IN UNDERSTANDING ENGLISH

Q25	Frequency	Percent	Cumulative Frequency	Cumulative Percent
EXCELLENT	18	2.6	18	2.6
GOOD	33	4.7	51	7.3
FAIR	38	5.5	89	12.8
POOR	14	2.0	103	14.8
NO PROFICIENCY	1	0.1	104	15.0
DON'T KNOW	16	2.3	120	17.3
MISSING	575	82.7	695	100.0

PROFICIENCY IN READING ENGLISH

Q26	Frequency	Percent	Cumulative Frequency	Cumulative Percent
EXCELLENT	13	1.9	13	1.9
GOOD	27	3.9	40	5.8
FAIR	36	5.2	76	10.9
POOR	24	3.5	100	14.4
NO PROFICIENCY	5	0.7	105	15.1
DON'T KNOW	15	2.2	120	17.3
MISSING	575	82.7	695	100.0

PROFICIENCY IN WRITING ENGLISH

Q27	Frequency	Percent	Cumulative Frequency	Cumulative Percent
EXCELLENT	9	1.3	9	1.3
GOOD	24	3.5	33	4.7
FAIR	37	5.3	70	10.1
POOR	29	4.2	99	14.2
NO PROFICIENCY	5	0.7	104	15.0
DON'T KNOW	16	2.3	120	17.3
MISSING	575	82.7	695	100.0

APPENDIX H

1990 HIGH SCHOOL TRANSCRIPT STUDY TEST AND HONORS FILE

1990 HIGH SCHOOL TRANSCRIPT STUDY
CODEBOOK FOR TEST AND HONORS FILE
JANUARY 19, 1992

Question Name	Column Number(s)	
PSU	001-003	PRIMARY SAMPLING UNIT 011-551 = PSU
SCHOOL	004-006	SCHOOL ID (WITHIN PSU) 301-351 = SCHOOL ID NOTE : BOTH PSU AND SCHOOL ID MUST BE COMBINED TO UNIQUELY IDENTIFY A SCHOOL WITHIN THE DATA FILE.
STUDENT	007-014	STUDENT ID (WITHIN SCHOOL) 01000000-72387874 = STUDENT ID (NAEP BOOKLET NUMBER) 99000301-99037545 = STUDENT ID (STUDENT NOT LINKED TO NAEP) NOTE : PSU, SCHOOL ID, AND STUDENT ID MUST BE COMBINED TO UNIQUELY IDENTIFY A STUDENT WITHIN THE DATA FILE.
TH_SEQ	015-016	TEST AND HONORS FILE SEQUENCE NUMBER 01-34 = SEQUENCE NUMBER NOTE : PSU, SCHOOL ID, STUDENT ID AND TH_SEQ MUST BE COMBINED TO UNIQUELY IDENTIFY A TEST AND HONORS RECORD WITHIN THE DATA FILE. THE TH_SEQ NUMBERS DO NOT NECESSARILY REFLECT THE ORDER IN WHICH TESTS WERE TAKEN OR HONORS RECEIVED.
TH_DESCR	017-056	DESCRIPTION OF TEST OR HONOR ALPHANUMERIC = DESCRIPTION OF THE TEST OR HONOR NOTE : THIS DESCRIPTION WAS RECORDED DIRECTLY FROM THE TRANSCRIPT. SOME STANDARDIZATION OF SPELLINGS AND ABBREVIATIONS HAS BEEN PERFORMED IN ORDER REDUCE THE NUMBER OF DISTINCT ENTRIES.

Question Name	Column Number(s)	
TH_SEASN	057	SEMESTER OF ACTION F = FALL SEMESTER S = SPRING SEMESTER BLANK = MISSING
TH_YEAR	058-059	YEAR OF TEST OR HONOR 78-90 = YEAR OF TEST OR HONOR BLANK = MISSING
TH_MONTH	060-061	MONTH OF TEST OR HONOR 01-12 = MONTH OF TEST OR HONOR BLANK = MISSING
TH_TYPE	062	RECORD TYPE (TEST OR HONOR) H = HONOR T = TEST
TH_SCORE	063-068	STANDARDIZED TEST SCORE 1-1210 = TEST SCORE BLANK = MISSING NOTE : AS REPORTED ON TRANSCRIPT (REPORTED ONLY FOR TH_TYPE = T)

INDEX OF VARIABLES

Variable Name	Column Numbers	ᵢ ᵌcord Number	Codebook Page No.
***** P *****			
PSU	001-003	Record 01	001
***** S *****			
SCHOOL	004-006	Record 01	001
STUDENT	007-014	Record 01	001
***** T *****			
TH_DESCR	017-056	Record 01	001
TH_MONTH	060-061	Record 01	002
TH_SCORE	063-068	Record 01	002
TH_SEASN	057	Record 01	002
TH_SEQ	015-016	Record 01	001
TH_TYPE	062	Record 01	002
TH_YEAR	058-059	Record 01	002

```
                THE 1990 HIGH SCHOOL TRANSCRIPT STUDY
                        THE TEST/HONORS FILE

                       PRIMARY SAMPLING UNIT

                                            Cumulative  Cumulative
      PSU         Frequency     Percent     Frequency    Percent
      ------------------------------------------------------------
      011-552        47738       100.0         47738       100.0



                              SCHOOL ID

                                            Cumulative  Cumulative
      SCHOOL      Frequency     Percent     Frequency    Percent
      ------------------------------------------------------------
      301-351        47738       100.0         47738       100.0



                      STUDENT ID (WITHIN SCHOOL)

                                              Cumulative  Cumulative
   STUDENT            Frequency     Percent   Frequency    Percent
   -----------------------------------------------------------------
   NAEP ID               37879        79.3        37879        79.3
   NON-LINKED ID          9859        20.7        47738       100.0



                   RECORD SEQ NUM (WITHIN STUDENT)

                                            Cumulative  Cumulative
       TH_SEQ     Frequency     Percent     Frequency    Percent
      ------------------------------------------------------------
       01-09         41728        87.4         41728        87.4
       10-19          5739        12.0         47467        99.4
       20-29           262         0.5         47729       100.0
       30-39             9         0.0         47738       100.0



                           T/H DESCRIPTION

                                              Cumulative  Cumulative
    TH_DESCR          Frequency     Percent   Frequency    Percent
    ---------------------------------------------------------------
    ALPHANUMERIC         47738       100.0        47738       100.0



                       SEMESTER OF TEST OR HONOR

                                                Cumulative  Cumulative
  TH_SEASN              Frequency     Percent   Frequency    Percent
  ------------------------------------------------------------------
  MISSING                   47405        99.3        47405        99.3
  FALL SEMESTER               196         0.4        47601        99.7
  SPRING SEMESTER             137         0.3        47738       100.0
```

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                THE 1990 HIGH SCHOOL TRANSCRIPT STUDY
                        THE TEST/HONORS FILE

                        YEAR OF TEST OR HONOR

                                          Cumulative  Cumulative
TH_YEAR    Frequency     Percent     Frequency     Percent
-----------------------------------------------------------
MISSING         1240         2.6          1240         2.6
78                 8         0.0          1248         2.6
79                 4         0.0          1252         2.6
80                 2         0.0          1254         2.6
83                13         0.0          1267         2.7
84                 7         0.0          1274         2.7
85               201         0.4          1475         3.1
86               496         1.0          1971         4.1
87              3851         8.1          5822        12.2
88              9192        19.3         15014        31.5
89             27454        57.5         42468        89.0
90              5270        11.0         47738       100.0


                        MONTH OF TEST OR HONOR

                                          Cumulative  Cumulative
TH_MONTH   Frequency     Percent     Frequency     Percent
-----------------------------------------------------------
MISSING        10669        22.3         10669        22.3
01              1419         3.0         12088        25.3
02              2790         5.8         14878        31.2
03              1727         3.6         16605        34.8
04              5994        12.6         22599        47.3
05              3786         7.9         26385        55.3
06              5921        12.4         32306        67.7
07                 7         0.0         32313        67.7
08                10         0.0         32323        67.7
09               674         1.4         32997        69.1
10              6636        13.9         39633        83.0
11              4248         8.9         43881        91.9
12              3857         8.1         47738       100.0


                    RECORD TYPE (T=TEST, H=HONOR)

                                          Cumulative  Cumulative
TH_TYPE    Frequency     Percent     Frequency     Percent
-----------------------------------------------------------
HONOR           1506         3.2          1506         3.2
TEST           46232        96.8         47738       100.0


                      STANDARDIZED TEST SCORE

                                          Cumulative  Cumulative
TH_SCORE   Frequency     Percent     Frequency     Percent
-----------------------------------------------------------
MISSING         6113        12.8          6113        12.8
   1- 100      27808        58.3         33921        71.1
 101- 200        188         0.4         34109        71.5
 201- 300       1281         2.7         35390        74.1
 301- 400       3877         8.1         39267        82.3
 401- 500       4459         9.3         43726        91.6
 501- 600       2770         5.8         46496        97.4
 601- 700       1044         2.2         47540        99.6
 701- 800        196         0.4         47736       100.0
1101-1200          1         0.0         47737       100.0
1201-1300          1         0.0         47738       100.0
```

APPENDIX I
1990 HIGH SCHOOL TRANSCRIPT STUDY
TRANSCRIPT FILE

HIGH SCHOOL TRANSCRIPT STUDY
CODEBOOK FOR TRANSCRIPT FILE
JANUARY 19, 1993

Question Name	Column Number(s)	
PSU	001-003	PRIMARY SAMPLING UNIT

011-552 = PSU

Question Name	Column Number(s)	
SCHOOL	004-006	SCHOOL ID (WITHIN PSU)

301-352 = SCHOOL ID

NOTE : BOTH PSU AND SCHOOL ID MUST BE COMBINED TO UNIQUELY IDENTIFY A SCHOOL WITHIN THE DATA FILE.

Question Name	Column Number(s)	
STUDENT	007-014	STUDENT ID (WITHIN SCHOOL)

01700251-72387874 = STUDENT ID (NAEP BOOKLET NUMBER)
99000101-99037943 = STUDENT ID (STUDENT NOT LINKED TO NAEP)

NOTE : PSU, SCHOOL ID, AND STUDENT ID MUST BE COMBINED TO UNIQUELY IDENTIFY A STUDENT WITHIN THE DATA FILE.

Question Name	Column Number(s)	
SEQUENCE	015-017	COURSE SEQUENCE NUMBER (WITHIN STUDENT)

010-998 = SEQUENCE NUMBER

NOTE : PSU, SCHOOL ID, STUDENT ID AND COURSE SEQUENCE NUMBER MUST BE COMBINED TO UNIQUELY IDENTIFY A COURSE WITHIN THE DATA FILE. THE COURSE SEQUENCE NUMBERS DO NOT NECESSARILY REFLECT THE ORDER IN WHICH COURSES WERE TAKEN. COURSES ARE NUMBERED IN INCREMENTS OF 10 (010,020,030...) EXCEPT FOR THE COMPONENTS OF COMBINATION COURSES (E.G. HEALTH/DRIVER ED) WHICH WERE SPLIT DURING PROCESSING TO ACCURATELY CODE COURSE CONTENT. THESE COURSES ARE NUMBERED IN INCREMENTS OF 1 (010,011...).

Question Name	Column Number(s)	
GRADLEV	018-019	GRADE LEVEL IN WHICH COURSE TAKEN

09 = NINTH GRADE
10 = TENTH GRADE
11 = ELEVENTH GRADE
12 = TWELFTH GRADE
BLANK = MISSING

Question Name | Column Number(s)

YEARSPAN 020-024 SCHOOL YEAR IN WHICH COURSE TAKEN

82-83 = 1982 - 1983 SCHOOL YEAR
83-84 = 1983 - 1984 SCHOOL YEAR
84-85 = 1984 - 1985 SCHOOL YEAR
85-86 = 1985 - 1986 SCHOOL YEAR
86-87 = 1986 - 1987 SCHOOL YEAR
87-88 = 1987 - 1988 SCHOOL YEAR
88-89 = 1988 - 1989 SCHOOL YEAR
89-90 = 1989 - 1990 SCHOOL YEAR
99-99 = MISSING

NOTE : OCCASIONALLY OTHER YEAR SPANS SUCH AS 87-90 OR 88-88 APPEAR ON THE TRANSCRIPTS. THESE HAVE BEEN ENTERED ON THE DATA FILE AS THEY APPEAR ON THE TRANSCRIPTS.

CRSENAME 025-047 COURSE TITLE

ALPHANUMERICS = TITLE OF COURSE, APPEARING ON TRANSCRIPT

NOTE : LEFT JUSTIFIED

CRSEGRAD 048-050 COURSE GRADE

A-F,WF,P,ETC = GRADE EARNED, IF ALPHA
0-100 = GRADE EARNED, IF NUMERIC
BLANK = MISSING

NOTE : AS REPORTED ON TRANSCRIPT, LEFT JUSTIFIED

Question Name   Column Number(s)

STDGRAD   051-052   STANDARDIZATION OF GRADE

01 = A+
02 = A
03 = A -
04 = B+
05 = B
06 = B -
07 = C+
08 = C
09 = C -
10 = D+
11 = D
12 = D -
13 = F
14 = PASS OR SATISFACTORY
15 = UNSATISFACTORY
16 = WITHDREW
17 = INCOMPLETE
18 = NON GRADED
19 = BLANK

NOTE : COURSE GRADES REPORTED BY SCHOOLS AS NUMERIC OR AS A SET OF DIFFERENT CODES HAVE BEEN STANDARDIZED ONTO THE ABOVE SCALE.

RAWCRED   053-057   COURSE CREDITS EARNED (AS ON TRANSCRIPT)

0-68000 = CREDITS EARNED
BLANK = ZERO CREDITS EARNED

NOTE : LEFT JUSTIFIED. IMPLIED PERIOD BETWEEN POSITIONS 2 AND 3.

NOTE : WHEN CREDITS REPORTED ON THE TRANSCRIPT WERE NOT NUMERIC, THEY WERE CONVERTED TO NUMERIC VALUES. FOR EXAMPLE, "NC" WAS CHANGED TO "0".

Question Name	Column Number(s)	
CRSECARN	058-062	COURSE CARNEGIE UNITS 0-17500 = CARNEGIE UNITS NOTE : 1000 = 1 CARNEGIE UNIT NOTE : CREDITS FROM EACH SCHOOL WERE MULTIPLIED BY A SCHOOL - SPECIFIC CONVERSION FACTOR. FOR EACH SCHOOL, THE REPORTED CREDIT VALUE REFLECTING ONE CLASS PERIOD FOR ONE SCHOOL YEAR OF CONTACT TIME WAS DETERMINED. THE CONVERSION FACTOR IS THAT VALUE WHICH, WHEN MULTIPLIED BY THE CREDIT VALUE, YIELDS A VALUE OF 1000. NOTE : LARGE CARNEGIE CREDIT VALUES SUCH AS 17.500 OCCUR WHEN A TRANSCRIPT COMBINES ALL TRANSFERRED CREDITS INTO ONE ENTRY.
CRSECSSC	063-069	COURSE CSSC CODE 0101111-60000 2 = CSSC CODE
OFFCAMP	070	TAUGHT OFF CAMPUS (FLAG) 0 = NO 1 = YES, AT AREA VO TECH 2 = YES, AT SPECIAL ED CENTER 3 = YES, OTHER 4 = YES, AT MULTIPLE LOCATIONS
OTHLANG	071	TAUGHT IN LANGUAGE OTHER THAN ENGLISH/ESL (FLAG) 0 = NO 1 = YES
REMED	072	REMEDIAL OR BELOW GRADE LEVEL (FLAG) 0 = NO 1 = YES
HONORS	073	HONORS OR GIFTED/TALENTED COURSE (FLAG) 0 = NO 1 = YES

Question Name	Column Number(s)	
COMBO	074	COMBINATION COURSE (FLAG) 1 = NOT A COMBINATION COURSE (I.E., COURSE NOT SPLIT) 2 = COURSE SPLIT INTO 2 PARTS 3 = COURSE SPLIT INTO 3 PARTS 4 = COURSE SPLIT INTO 4 PARTS NOTE: THIS FLAG INDICATES THAT THE COURSE WAS PART OF A COMBINATION COURSE THAT HAS BEEN SPLIT INTO ITS COMPONENT PARTS. CREDITS WERE ALLOCATED EQUALLY AMONG THE PARTS.
TRANSFER	075	COURSE TANSFERRED FROM ANOTHER SCHOOL (FLAG) 0 = NO 1 = YES
SEQFLAG	076	SEQUENCE FLAG 0 = NOT PART OF A COURSE SEQUENCE 1 = INTRODUCTORY COURSE IN A COURSE SEQUENCE 2 = ADVANCED COURSE IN A COURSE SEQUENCE

INDEX OF VARIABLES

Variable Name	Column Numbers	Record Number	Codebook Page No.
===== C =====			
COMBO	074	Record 01	005
CRSECARN	058-062	Record 01	004
CRSECSSC	063-069	Record 01	004
CRSEGRAD	048-050	Record 01	002
CRSENAME	025-047	Record 01	002
===== G =====			
GRADLEV	018-019	Record 01	001
===== H =====			
HONORS	073	Record 01	004
===== O =====			
OFFCAMP	070	Record 01	004
OTHLANG	071	Record 01	004
===== P =====			
PSU	001-003	Record 01	001
===== R =====			
RAWCRED	053-057	Record 01	003
REMED	072	Record 01	004
===== S =====			
SCHOOL	004-006	Record 01	001
SEQFLAG	076	Record 01	005
SEQUENCE	015-017	Record 01	001
STDGRAD	051-052	Record 01	003
STUDENT	007-014	Record 01	001
===== T =====			
TRANSFER	075	Record 01	005
===== Y =====			
YEARSPAN	020-024	Record 01	002

1990 HIGH SCHOOL TRANSCRIPT STUDY
THE TRANSCRIPT FILE

PRIMARY SAMPLING UNIT

```
                                   Cumulative  Cumulative
PSU        Frequency    Percent    Frequency     Percent
---------------------------------------------------------
011-552      686850      100.0      686850        100.0
```

SCHOOL ID (WITHIN PSU)

```
                                   Cumulative  Cumulative
SCHOOL     Frequency    Percent    Frequency     Percent
---------------------------------------------------------
301-351      686850      100.0      686850        100.0
```

STUDENT ID (WITHIN SCHOOL)

```
                                         Cumulative  Cumulative
STUDENT          Frequency    Percent    Frequency     Percent
---------------------------------------------------------------
NAEP ID            510473       74.3      510473         74.3
NON-LINKED ID      176377       25.7      686850        100.0
```

COURSE SEQUENCE NUMBER WITHIN STUDENT

```
                                   Cumulative  Cumulative
SEQUENCE   Frequency    Percent    Frequency     Percent
---------------------------------------------------------
010-099      193142       28.1      193142         28.1
100-199      213955       31.2      407097         59.3
200-299      189411       27.6      596508         86.8
300-399       71760       10.4      668268         97.3
400-499       13850        2.0      682118         99.3
500-599        3452        0.5      685570         99.8
600-699         967        0.1      686537        100.0
700-799         265        0.0      686802        100.0
800-899          40        0.0      686842        100.0
900-998           8        0.0      686850        100.0
```

GRADE LEVEL

```
                                   Cumulative  Cumulative
GRADLEV    Frequency    Percent    Frequency     Percent
---------------------------------------------------------
09           169238       24.6      169238         24.6
10           173798       25.3      343036         49.9
11           169376       24.7      512412         74.6
12           174419       25.4      686831        100.0
99               19        0.0      686850        100.0
```

SCHOOL YEAR IN WHICH COURSE TAKEN

YEARSPAN	Frequency	Percent	Cumulative Frequency	Cumulative Percent
82-83	10	0.0	10	0.0
83-84	53	0.0	63	0.0
84-85	445	0.1	508	0.1
85-86	3884	0.6	4392	0.6
86-87	167030	24.3	171422	25.0
86-88	1	0.0	171423	25.0
87-87	1	0.0	171424	25.0
87-88	172602	25.1	344026	50.1
87-89	8	0.0	344034	50.1
87-90	1	0.0	344035	50.1
88-88	1	0.0	344036	50.1
88-89	169770	24.7	513806	74.8
88-90	5	0.0	513811	74.8
89-89	1	0.0	513812	74.8
89-90	173004	25.2	686816	100.0
90-90	1	0.0	686817	100.0
99-99	33	0.0	686850	100.0

COURSE NAME ON TRANSCRIPT

CRSENAME	Frequency	Percent	Cumulative Frequency	Cumulative Percent
ALPHANUMERICS	686850	100.0	686850	100.0

STANDARDIZATION OF GRADE

STDGRAD	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A +	2892	0.4	2892	0.4
A	152797	22.2	155689	22.7
A -	16061	2.3	171750	25.0
B +	18217	2.7	189967	27.7
B	176463	25.7	366430	53.3
B -	15365	2.2	381795	55.6
C +	15907	2.3	397702	57.9
C	147049	21.4	544751	79.3
C -	10332	1.5	555083	80.8
D +	5987	0.9	561070	81.7
D	71880	10.5	632950	92.2
D -	4730	0.7	637680	92.8
F	25953	3.8	663633	96.6
PASS OR SATISFAC	16136	2.3	679769	99.0
UNSATISFACTORY	346	0.1	680115	99.0
WITHDREW	1791	0.3	681906	99.3
INCOMPLETE	285	0.0	682191	99.3
NON GRADED	2836	0.4	685027	99.7
BLANK	1823	0.3	686850	100.0

1990 HIGH SCHOOL TRANSCRIPT STUDY
TRANSCRIPT FILE

COURSE CARNEGIE UNITS

CRSECARN	Frequency	Percent	Cumulative Frequency	Cumulative Percent
NO CREDIT	34985	5.1	34985	5.1
> 0 - 0.25	25933	3.8	60918	8.9
> 0.25 - 0.5	250923	36.5	311841	45.4
> 0.5 - 1	365764	53.3	677605	98.7
> 1 - 2	6221	0.9	683826	99.6
> 2 - 3	2775	0.4	686601	100.0
> 3 - 4	176	0.0	686777	100.0
> 4 - 5	22	0.0	686799	100.0
> 5 - 6	20	0.0	686819	100.0
> 6 - 7	4	0.0	686823	100.0
> 7 - 8	4	0.0	686827	100.0
> 8 - 9	2	0.0	686829	100.0
> 9 - 10	5	0.0	686834	100.0
>10 - 11	4	0.0	686838	100.0
>11 - 12	5	0.0	686843	100.0
>12 - 13	1	0.0	686844	100.0
>13 - 14	3	0.0	686847	100.0
>14 - 15	2	0.0	686849	100.0
>17 - 18	1	0.0	686850	100.0

COURSE CSSC CODE

CRSECSSC	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0100000-0999999	56393	8.2	56393	8.2
1000000-1999999	56669	8.3	113062	16.5
2000000-2999999	248997	36.3	362059	52.7
3000000-3999999	127479	18.6	489538	71.3
4000000-4999999	146533	21.3	636071	92.6
5000000-5999999	50304	7.3	686375	99.9
6000000	4	0.0	686379	99.9
6000001	342	0.0	686721	100.0
6000011	129	0.0	686850	100.0

TAUGHT OFF CAMPUS (FLAG)

OFFCAMP	Frequency	Percent	Cumulative Frequency	Cumulative Percent
NO	680004	99.0	680004	99.0
YES, VOC TECH	2977	0.4	682981	99.4
YES, SPECIAL ED	72	0.0	683053	99.4
YES, OTHER	443	0.1	683496	99.5
YES, MULTIPLE	3354	0.5	686850	100.0

TAUGHT IN LANG OTHER THAN ENGLISH/ESL (FLAG)

OTHLANG	Frequency	Percent	Cumulative Frequency	Cumulative Percent
NO	683403	99.5	683403	99.5
YES	3447	0.5	686850	100.0

```
                1990 HIGH SCHOOL TRANSCRIPT STUDY
                      THE TRANSCRIPT FILE

              REMEDIAL OR BELOW GRADE LEVEL (FLAG)

                                      Cumulative  Cumulative
      REMED    Frequency    Percent    Frequency     Percent
      ------------------------------------------------------
      NO          682222       99.3       682222        99.3
      YES           4628        0.7       686850       100.0


             HONORS OR GIFTED/TALENTED COURSE (FLAG)

                                      Cumulative  Cumulative
     HONORS    Frequency    Percent    Frequency     Percent
     -------------------------------------------------------
     NO           652975       95.1       652975        95.1
     YES           33875        4.9       686850       100.0


                   COMBINATION COURSE (FLAG)

                                                Cumulative  Cumulative
  COMBO                  Frequency    Percent    Frequency     Percent
  --------------------------------------------------------------------
  NOT COMBINATION           678113       98.7       678113        98.7
  SPLIT 2 PARTS               7778        1.1       685891        99.9
  SPLIT 3 PARTS                927        0.1       686818       100.0
  SPLIT 4 PARTS                 32        0.0       686850       100.0


            CRSE TRANSFERED FROM ANOTHER SCHL (FLAG)

                                        Cumulative  Cumulative
      TRANSFER   Frequency    Percent    Frequency     Percent
      --------------------------------------------------------
      NO            623052       90.7       623052        90.7
      YES            63798        9.3       686850       100.0


                         SEQUENCE FLAG

                                                Cumulative  Cumulative
  SEQFLAG                Frequency    Percent    Frequency     Percent
  --------------------------------------------------------------------
  NOT SEQ COURSE            423037       61.6       423037        61.6
  INTROD COURSE             171782       25.0       594819        86.6
  ADVANCED COURSE            92031       13.4       686850       100.0
```

APPENDIX J
1990 HIGH SCHOOL TRANSCRIPT STUDY
CSSC TEXT FILE -- PRINT FILE VERSION

HIGH SCHOOL TRANSCRIPT STUDY
CODEBOOK FOR CSSC TEXT FILE
DECEMBER 9, 1992

All records in the CSSC Text File occupy columns 1-80. The file is arranged so that it can be printed on any standard printer which can process 80-column wide text. No page control characters or page numbers are included in the file.

A CSSC entry has four distinct parts:

1) The CSSC code:

    a) The first 6 digits are the original CSSC code.

    b) The seventh digit is the handicapped code:

        0 = A functional level code limited in enrollment to special education students

        1 = A regular course not limited to special education students.

        NOTE: In order to improve readability, for codes less than 540000, the "1" is omitted.

        2 = A special education course not at the functional level, but limited in enrollment to special education students.

2) The primary course title.

3) Alternate course titles.

    NOTE: In some cases, no alternate titles are provided.

4) The course description. The course description is separated from the titles by a blank line and is indented.

    NOTE: Not all courses have descriptions.

A full CSSC code contains 7-digits. Because of the hierarchical nature of the coding system, major changes occur at the 2-digit and 4-digit levels of the CSSC code. When these levels change, the full CSSC text provides a short description of the types of courses associated with that 2- or 4-digit level.

The first two pages from the file are reproduced starting on the next page.

01 AGRIBUSINESS AND AGRICULTURAL PRODUCTION. A summary of groups of instructional programs that prepare individuals to apply scientific knowledge and methods, and technical skills in support of agribusiness and agricultural activities concerned with the production and propagation of crops and animals, supplies and services, mechanics, products processing and marketing, and horticulture.

01.01 AGRICULTURAL BUSINESS AND MANAGEMENT. A group of instructional programs that prepare individuals to apply the economic and business principles involved in the organization, operation, and management of farm and agricultural business.

01.0111 Agribusiness, Introduction
Agricultural Business

introductory course; agricultural businesses; management practices

01.0121 Agricultural Business Operation
Agricultural Business Leadership

salesmanship; marketing and records; economic principles; agricultural enterprise

01.0131 Farm and Ranch Management

accounting; taxes; production; financing; capital resources; fern enterprises

01.0141 State and Community Agriculture

agricultural information; optimum crop and animal production geographic locations

01.0151 Agricultural Mathematics

agricultural economics; business mathematics

01.0161 Agricultural Microprocessing

record keeping; tax records; software selection; equipment controls

01.0171 Agriculture Cooperatives
Agricultural Cooperative Education I

work experience in agribusiness; business organization

01.0172 Agricultural Cooperative Education II

01.0181 Agriculture, Independent Study

agriculture studies; independent projects

01.0182 SOEP - Supervised Occupational Experience Program

Agricultural related business operation - individual study

01.0100 Agricultural Business and Management, Other

01.02 AGRICULTURAL MECHANICS. A group of instructional programs that prepare individuals to select, operate, maintain, service, sell, and use agriculture/agribusiness power units, machinery, equipment, structures, and utilities. Includes instruction in agricultural power units; the planning and selection of materials for the construction of agricultural facilities; and the mechanical practices associated with irrigation, drainage, run-off, water conservation, and erosion control.

01.0211 Agricultural Mechanics, General
Agricultural Construction and Maintenance

agricultural equipment maintenance; maintenance of hand and power tools; arc welding

01.0212 Agricultural Mechanics 2

advanced course; agribusiness power equipment; methods of irrigation; land leveling; contouring

01.0213 Agricultural Mechanics 3

continued advanced study; agribusiness equipment

01.0214 Agricultural Mechanics 4

continued advanced study; agribusiness equipment

01.0221 Welding, Agricultural

welding repair and construction of agricultural machinery

01.0231 Power and Machinery, Agricultural
Small Engines, Agricultural

equipment selection, operation and repair; agricultural power units

01.0241 Farm Construction

planning, materials selection; construction of agricultural structures; environmental facilities construction

01.0251 Electricity and Electronics, Agricultural

safe use of electricity; electrical power; automatic controls

01.0261 Soil and Water Mechanical Practices

Irrigation; drainage; soil contours; terracing; strip cropping; irrigation equipment maintenance

01.0271 Surveying, Agricultural

describing geographic areas; agricultural applications; mapping; layout of contours; ponds

01.0200 Agricultural Mechanics, Other

01.03 AGRICULTURAL PRODUCTION. A group of instructional programs that prepare individuals in planning and economically using facilities, land, water, machinery, chemicals, finance, and labor in the production of plant and animal products.

01.0311 Agricultural Production, General
Production Agriculture

animal and plant production; farming production

01.0312 Agriculture Technology 1

vocational agriculture; technical information about agriculture

01.0313 Agriculture Technology 2

processing and distribution of agricultural products

01.0321 Animal Production
Animal and Veterinary Science; Animal Husbandry

livestock production and basic veterinary science; selection, breeding, nutrition, health, housing, feeding, marketing; animal physiology and diseases

01.0331 Crop Production

grains; fiber; forages; specialty crops; harvesting; production facilities operation

01.0300 Agricultural Production, Other

01.04 AGRICULTURAL PRODUCTS AND PROCESSING. A group of instructional programs that prepare individuals to process food and nonfood products and to inspect those products

APPENDIX K
1990 SCHOOL CHARACTERISTICS AND POLICY QUESTIONNAIRE

89-90
Grade 12
Age 17

School Characteristics and Policies Questionnaire

Q-75

THE NATION'S REPORT CARD
naep

SCHOOL #

Public reporting burden for this collection of information is estimated to average about an hour per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden to the U.S. Department of Education, Information Management and Compliance Division, Washington, DC 20202-4651; and to the Office of Management and Budget, Paperwork Reduction Project 1850-0628, Washington, DC 20503.

A project of the Office of Educational Research and Improvement.

This report is authorized by law (20 U.S.C. 1221 e-1(i)). While you are not required to respond, your cooperation is needed to make the results of the survey comprehensive, accurate, and timely.

O.M.B. NO. 1850-0628 • Approval Expires 6/90

Printed in U.S.A.

During the 1989-90 school year, a sample of students across the country, including some students from your school, will be given a series of questions as part of the National Assessment of Educational Progress (NAEP). The current assessment focuses on achievement in reading, mathematics and science. NAEP will also investigate the relationship between students' achievement and various school, teacher, and home factors which may influence this achievement. We are asking your school to complete this questionnaire about school factors. The first 5 questions should be completed by the principal or headmaster/mistress. The remaining questions may be filled out by another person in your school who is familiar with information about enrollment, facilities, curriculum, and staff development.

We realize that you are very busy; however, we urge you to complete the questionnaire as carefully as possible. None of the information will be released in a manner which would enable any school, teacher, or student to be identified.

NAEP is authorized under law 20 U.S.C. 1221e, Sec 1242. While your participation is voluntary, your responses to these questions are needed to make this survey accurate and complete.

Please answer directly on the questionnaire by circling the appropriate letter or by writing your response in the space provided.

Thank you very much for your help.

School Questionnaire

Please circle one letter for each question or write your answer in the space provided. Questions 1-5 should be completed by the principal or head of the school.

1. What is your gender?

   A Male

   B Female

   C020101

2. Which best describes you?

   A American Indian or Alaskan Native

   B Asian or Pacific Islander

   C Hispanic, regardless of race

   D Black (not of Hispanic origin)

   E White (not of Hispanic origin)

   C025701

3. Counting this year, how many total years of *school administration* experience do you have?

   ☐☐ (Number)

   C020501

4. What is the highest academic degree you hold?

   A High school diploma

   B Associate degree/vocational certification

   C Bachelor's degree

   D Master's degree

   E Education specialist's or professional diploma based on at least one year's work past master's degree level

   F Doctorate

   G Professional degree (e.g., M.D., L.L.B., J.D., D.D.S.)

   C026101

5. Do you have a master's degree and/or a doctorate in educational administration?

   A Yes

   B No

   C020801

6. How many days are in your school year for students in this sample (age 17 and grade 12)?

   ☐☐☐ (Number)

   C002603

7. How long is the school day?

   ☐ plus ☐☐
   (Hrs.) (Minutes)

   C021401

8. During how much of the school day are students in classes of some kind? Exclude homeroom, lunch, recess, time spent changing classes, and study hall.

   ☐ plus ☐☐
   (Hrs.) (Minutes)

   C021501

9. As of October 1, 1989 (or the nearest date for which data are available), what was the total student enrollment in your school?

   ☐☐☐☐ (Number)

   C026202

10. On the average, what percentage of your students is absent on a given day? Include excused and unexcused absences in calculating this rate.

    ☐☐%

    C028501

11. About what percentage of the students who are enrolled at the beginning of the school year is still enrolled at the end of the school year? (Exclude students who transfer *into* the school during the school year in calculating this rate.)

    ☐☐☐%

    C028301

Questions 12 – 19 ask about your school's *teaching staff*, that is, full-time staff who spend *at least 75% of their time in a classroom* providing instruction to students. Do not include teacher aides.

12. How many individuals are on the *teaching staff*?

    ☐☐☐ (Number)

    C006001

13. How many of the *teaching staff* are members of the following groups?

	Number
American Indian or Alaskan Native	☐☐☐
Asian or Pacific Islander	☐☐☐
Hispanic, regardless of race	☐☐☐
Black (not of Hispanic origin)	☐☐☐
White (not of Hispanic origin)	☐☐☐

C026400

14. How many of the *teaching staff* are female?

☐☐☐ (Number)

C022301

15. On the average, how many of the *teaching staff* are absent on any given day in your school?

☐☐ (Number)

C022501

Questions 16 – 19. Approximately what percentage of the *teaching staff* has taught at this or any other school for each of the following periods of time? Include the current year and include part-time teaching experience. Total should equal 100%.

16. Less than 3 years	☐☐☐%
17. 3 to 6 years	☐☐☐%
18. 7 to 9 years	☐☐☐%
19. 10 or more years	☐☐☐%
	100%

C028400

Questions 20 – 23. Are *twelfth graders* typically assigned to classes by ability and/or achievement levels (so that some classes are higher in average ability and/or achievement level than others) in any of the following subjects? Circle one letter on each line.

	Yes	No
20. English	A	B
21. Mathematics	A	B
22. Science	A	B
23. Social studies/ history/geography	A	B

C030300

Questions 24 – 34. Beginning with ninth grade, how many semesters (or equivalent) or course work does your school or district require of each student in each of the following subjects for graduation from twelfth grade? Circle one letter on each line.

	None	1	2	3	4	5	6	7	8	
24. English	A	B	C	D	E	F	G	H	I	C023801
25. Mathematics	A	B	C	D	E	F	G	H	I	C023802
26. Science	A	B	C	D	E	F	G	H	I	C023803
27. Computers	A	B	C	D	E	F	G	H	I	C023804
28. Foreign languages	A	B	C	D	E	F	G	H	I	C023806
29. United States history	A	B	C	D	E	F	G	H	I	C023807
30. United States government/ civics	A	B	C	D	E	F	G	H	I	C023808
31. Geography	A	B	C	D	E	F	G	H	I	C023809
32. Other history/ social studies	A	B	C	D	E	F	G	H	I	C023810
33. Art/music	A	B	C	D	E	F	G	H	I	C023811
34. Physical education	A	B	C	D	E	F	G	H	I	C023812

4 4

Questions 35 – 45. Are the following mathematics courses taught in your school? Circle one letter on each line.

	Yes	No	
35. General mathematics (grades 9-12)	A	B	
36. Business or consumer mathematics	A	B	
37. Remedial mathematics (basic or fundamental)	A	B	
38. Introduction to algebra or pre-algebra	A	B	
39. First-year algebra	A	B	
40. Second-year algebra	A	B	
41. Geometry	A	B	
42. Trigonometry	A	B	
43. Probability or statistics	A	B	
44. Pre-calculus	A	B	
45. Calculus	A	B	C030400

Questions 46 – 54. Are the following science courses taught in your school? Circle one letter on each line.

	Yes	No	
46. General science	A	B	
47. Earth science	A	B	
48. Physical science	A	B	
49. First-year biology	A	B	
50. Second-year biology	A	B	
51. First-year chemistry	A	B	
52. Second-year chemistry	A	B	
53. First-year physics	A	B	
54. Second-year physics	A	B	C030500

Questions 55 – 57. Are students in your school required to take any of the following tests in the following grades? Check as many boxes as apply on each line. Check boxes for grades taught in your school.

	Not required	Grade 9	Grade 10	Grade 11	Grade 12	
55. Minimum competency tests	☐	☐	☐	☐	☐	
56. Curriculum-based tests covering a broad range of competencies	☐	☐	☐	☐	☐	
57. Norm-referenced standardized achievement tests	☐	☐	☐	☐	☐	C030600

Questions 58 – 62. Are results of school-wide tests used for any of the following? Circle one letter on each line.

	Yes	No	
58. Curriculum planning	A	B	C029101
59. Assigning students to classes, including special classes for high- or low-achieving students	A	B	C029102
60. Student promotion	A	B	C029103
61. Student graduation	A	B	C029105
62. Public and accountability reporting (to parents, district, state, etc.)	A	B	C029104

Questions 63– 68. Has your school identified any of the following subjects as a special priority (i.e., does it receive special emphasis in school-wide goals and objectives, instruction, in-service training, etc.)? Circle one letter on each line.

	Yes	No	
63. Reading	A	B	
64. Writing	A	B	
65. Mathematics	A	B	
66. Science	A	B	
67. Computers	A	B	
68. Other ________	A	B	C029200

Questions 69 – 70. Does your school have any of the following school-wide programs? Circle one letter on each line?

	Yes, required	Yes, encouraged	No	
69. Sustained silent reading program	A	B	C	C027901
70. Reading across the content areas	A	B	C	C027902

Questions 71 – 73. Are computers available to your students in mathematics classes in any of the following ways? Circle one letter on each line.

	Yes	No	
71. Available all the time in mathematics classrooms	A	B	
72. Grouped in a separate computer laboratory available to mathematics classes	A	B	
73. Available to bring to mathematics classrooms when needed	A	B	C029300

74. Which of the following best describes your school's policy on calculator use in mathematics classes?

- **A** The school provides calculators for classroom use.
- **B** Students are allowed to use their own calculators.
- **C** Calculators are not permitted.
- **D** There is no school policy on calculator use.

C029401

Questions 75 – 77. Does your school have the following kinds of science laboratory facilities? Circle one letter on each line.

	Yes	No	
75. Science laboratory facilities in one or more classrooms	A	B	C024404
76. One or more general-purpose science laboratories	A	B	C024402
77. One or more specialized science laboratories (e.g., for biology, chemistry)	A	B	C024403

78. In your school, how many microcomputers or terminals are available for students to use?

☐☐☐ (Number) C029601

79. Approximately what percent of your students use computers in school as part of their instructional programs in any way?

☐☐☐ % C028001

Questions 80 – 87. How many students in your school receive the following special services? Enter a number or zero on each line.

	Number	
80. Subsidized school lunch and/or nutrition program	☐☐☐	C025010
81. Remedial reading instruction	☐☐☐	C025002
82. Remedial mathematics instruction	☐☐☐	C025003
83. Bilingual education	☐☐☐	C025004
84. English-as-a-second-language instruction (not in a bilingual education program)	☐☐☐	C025005
85. Special education for the handicapped	☐☐☐	C025006
86. Gifted and talented education	☐☐☐	C025007
87. Vocational/technical training	☐☐☐	C025008

4 6

Questions 88 – 95. How many of the following types of specialists or aides work in your school? Use decimal numbers to indicate less than full-time equivalent staff. Enter a number or zero on each line.

	Number of full-time (or full-time equivalent) personnel (Number)	(Decimal)	
88. Remedial reading specialists	☐☐ .	☐	C025101
89. Remedial mathematics specialists	☐☐ .	☐	C025102
90. Bilingual/English-as-a-second language specialists	☐☐ .	☐	C025103
91. Special education teachers	☐☐ .	☐	C025104
92. Teacher aides	☐☐ .	☐	C025105
93. Counselors	☐☐ .	☐	C025107
94. Psychologists	☐☐ .	☐	C025108
95. Social workers	☐☐ .	☐	C025109

Questions 96 – 99. Do you use any of the following community-based institutions to provide instruction or services *in the school* (*not* referral services) for your students? Circle one letter on each line.

	Yes, extensive use	Yes, limited use	No	
96. Community social service agencies	A	B	C	
97. Community health service agencies	A	B	C	
98. Local businesses and industries	A	B	C	
99. Community or church service clubs	A	B	C	C029700

Questions 100 – 103. Do the following policies for involving parents exist in your school? Circle one letter on each line.

	Yes	No	
100. Parents are notified after 1-3 days of a student's unexcused absence.	A	B	
101. Parents are notified in between report cards if a student's grades are low.	A	B	
102. Parents are notified when a student is first sent to the office for disruptive behavior.	A	B	
103. Regular parent/teacher conferences are held.	A	B	C029800

Questions 104 – 113. Since the beginning of the 1984-1985 school year, has your school made any of the following changes? Circle one letter on each line.

	Yes, by school policy	Yes, by state or district policy	No
104. Lengthened the school day	A	B	C
105. Lengthened the school year	A	B	C
106. Established a policy of increased homework	A	B	C
107. Implemented testing for promotion	A	B	C
108. Established new, consistently enforced codes of student conduct	A	B	C
109. Established a stricter attendance policy	A	B	C
110. Established grade requirements in athletics or extra-curricular activities	A	B	C
111. Implemented some type of performance-based compensation system for teachers, such as merit pay, a career ladder, or mentor teacher program	A	B	C
112. Increased the number of advanced course offerings	A	B	C
113. Increased graduation requirements in English, mathematics, science, social studies, computer science, or foreign languages	A	B	C

C028100

Questions 114 – 124. Indicate the degree to which each of the following matters is a problem in your school. Circle one letter on each line.

	Serious	Moderate	Minor	Not a Problem
114. Student tardiness	A	B	C	D
115. Student absenteeism	A	B	C	D
116. Student cutting of classes	A	B	C	D
117. Physical conflicts among students	A	B	C	D
118. Robbery or theft	A	B	C	D
119. Vandalism of school property	A	B	C	D
120. Student use of alcohol	A	B	C	D
121. Student use of illicit drugs	A	B	C	D
122. Student possession of weapons	A	B	C	D
123. Physical abuse of teachers	A	B	C	D
124. Verbal abuse of teachers	A	B	C	D

C028200

125. What is (are) the title(s) of the person or persons who filled out this questionnaire? Check as many boxes as apply.

- ☐ Principal
- ☐ Headmaster/Headmistress/Head teacher
- ☐ Vice Principal, Assistant Principal
- ☐ Counselor
- ☐ Curriculum Coordinator, Department Head
- ☐ Teacher
- ☐ Secretary
- ☐ Other (specify) ____________________

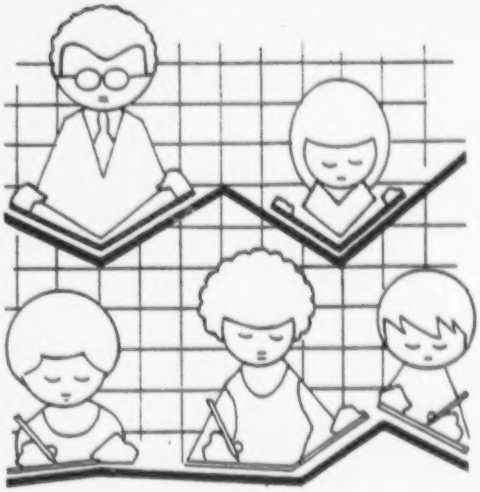
C025600

Thank you for your cooperation.

95211-04173 • Y99M0 • Printed in U.S.A.

APPENDIX L

1991 SCHOOL CHARACTERISTICS AND POLICY QUESTIONNAIRE



1991
Grade 12

School Characteristics and Policies Questionnaire

Q-75

THE NATION'S
REPORT
CARD
naep

SCHOOL #

☐	☐	☐	☐	☐	☐
⓪	⓪	Ⓐ	⓪	⓪	⓪
①	①	Ⓑ	①	①	①
②	②	Ⓒ	②	②	②
③	③		③	③	③
④	④		④	④	④
⑤	⑤		⑤	⑤	⑤
⑥	⑥		⑥	⑥	⑥
⑦	⑦		⑦	⑦	⑦
⑧	⑧		⑧	⑧	⑧
⑨	⑨		⑨	⑨	⑨

75-70817 -5

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A project of the Office of Educational Research and Improvement.
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O.M.B. NO. 1850-0628 • Approval Expires 6/91
Mark Reflex® by NCS EP-40306-001:321 Printed in U.S.A.

During the 1990-91 school year, a sample of students across the country, including some students from your school, will be given a series of questions as part of the National Assessment of Educational Progress (NAEP). The current assessment focuses on achievement in reading, mathematics, and writing. As part of the assessment, NAEP will investigate the relationship between students' achievement and various school, teacher, and home factors that may influence this achievement. We are asking your school to complete this questionnaire about school factors. The questionnaire should be completed by the principal or other head administrator, and another person in your school who can provide detailed information about enrollment.

We realize that you are very busy; however, we urge you to complete the questionnaire as carefully as possible. The information that you provide will be kept confidential.

NAEP is authorized under Public Law 100-297. While your participation is voluntary, your responses to these questions are needed to make this survey accurate and complete.

Please answer directly on the questionnaire by filling in the appropriate oval or by writing your response in the space provided.

When you are finished, please return the questionnaire to your school's NAEP coordinator.

Thank you very much for your help.

School Characteristics and Policies Questionnaire

Please fill in one oval for each question or write your answer in the space provided. Questions 1 through 115 should be completed by the principal or the head of the school.

1. Are students assigned from particular areas to achieve a desired racial or ethnic composition in the school?

Ⓐ Yes

Ⓑ No

Ⓒ Not applicable 0000000

2. May students from other schools in this district or from other districts choose to attend this school?

Ⓐ Yes

Ⓑ No

Ⓒ Not applicable 0000000

Questions 3 – 4. Are twelfth graders typically assigned to classes by ability and/or achievement levels (so that some classes are higher in average ability and/or achievement levels than others) in either of the following subjects? Fill in **one** oval on each line.

	Yes	No	
3. English	Ⓐ	Ⓑ	0000000
4. Mathematics	Ⓐ	Ⓑ	0000000

Questions 5 – 8. Approximately what percentage of your twelfth grade students is in each of the following instructional programs? On each line below, write the appropriate number in the box **and** fill in the corresponding ovals (e.g., 5 percent would be a "0" on the first line and "5" on the second line; 22 percent would be "2" on the first line and "2" on the second line).

5. General

Percentage:
Tens ☐ ⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨
Ones ☐ ⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ 0000000

6. Academic or college preparatory

Percentage:
Tens ☐ ⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨
Ones ☐ ⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ 0000000

7. Vocational or technical

Percentage:
Tens ☐ ⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨
Ones ☐ ⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ○○○○○○○

8. Other (specify ____________________)

Percentage:
Tens ☐ ⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨
Ones ☐ ⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ○○○○○○○

NOTE: PLEASE CHECK TO BE SURE THAT THE PERCENTAGES YOU PROVIDE IN QUESTIONS 5 THOUGH 8 ADD TO 100.

Questions 9 – 18. Beginning with ninth grade, how many semesters (or equivalent) of course work does your school or district require of each student in each of the following subjects for graduation from twelfth grade by June 1991? Fill in **one** oval on each line.

		None	1	2	3	4	5	6	7	8	
9. English/literature/writing	☐	⓪	①	②	③	④	⑤	⑥	⑦	⑧	○○○○○○○
10. Mathematics	☐	⓪	①	②	③	④	⑤	⑥	⑦	⑧	○○○○○○○
11. Science	☐	⓪	①	②	③	④	⑤	⑥	⑦	⑧	○○○○○○○
12. Computer science	☐	⓪	①	②	③	④	⑤	⑥	⑦	⑧	○○○○○○○
13. Social studies/history/geography	☐	⓪	①	②	③	④	⑤	⑥	⑦	⑧	○○○○○○○
14. Foreign languages	☐	⓪	①	②	③	④	⑤	⑥	⑦	⑧	○○○○○○○
15. Vocational/technical/business education	☐	⓪	①	②	③	④	⑤	⑥	⑦	⑧	○○○○○○○
16. Art	☐	⓪	①	②	③	④	⑤	⑥	⑦	⑧	○○○○○○○
17. Music	☐	⓪	①	②	③	④	⑤	⑥	⑦	⑧	○○○○○○○
18. Physical education	☐	⓪	①	②	③	④	⑤	⑥	⑦	⑧	○○○○○○○

Questions 19 – 32. Are the following mathematics courses taught in your school? Fill in **one** oval on each line.

		Yes	No	
19.	Basic or general mathematics	Ⓐ	Ⓑ	○○○○○○○
20.	Business or consumer mathematics	Ⓐ	Ⓑ	○○○○○○○
21.	Pre-algebra	Ⓐ	Ⓑ	○○○○○○○
22.	Algebra I or elementary algebra	Ⓐ	Ⓑ	○○○○○○○
23.	Geometry	Ⓐ	Ⓑ	○○○○○○○
24.	Algebra II or intermediate algebra	Ⓐ	Ⓑ	○○○○○○○
25.	Trigonometry	Ⓐ	Ⓑ	○○○○○○○
26.	Pre-calculus, advanced mathematics, elementary functions, or Algebra III	Ⓐ	Ⓑ	○○○○○○○
27.	Analytic geometry	Ⓐ	Ⓑ	○○○○○○○
28.	Probability and/or statistics	Ⓐ	Ⓑ	○○○○○○○
29.	Unified, integrated or sequential mathematics	Ⓐ	Ⓑ	○○○○○○○
30.	Calculus	Ⓐ	Ⓑ	○○○○○○○
31.	Computer science	Ⓐ	Ⓑ	○○○○○○○
32.	Other (specify _______________)	Ⓐ	Ⓑ	○○○○○○○

Questions 33 – 36. Are students in your school required to take any of the following tests in the following grades? Fill in **as many ovals as apply** on each line, but only for grades taught in your school.

		Not required	Grade 9	Grade 10	Grade 11	Grade 12	
33.	Tests included in district testing programs (e.g., commercially available standardized achievement tests)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	○○○○○○○
34.	State minimum competency tests	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	○○○○○○○
35.	Other state-mandated tests (e.g., academic achievement tests, tests for program evaluation)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	○○○○○○○
36.	Other required tests (specify __________)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	○○○○○○○

Questions 37 – 42. Are results of district-wide or statewide standardized tests used throughout your school for any of the following? Fill in **one** oval on each line.

	Yes	No	
37. Curriculum planning	Ⓐ	Ⓑ	○○○○○○○
38. Assignment of students to classes, including special classes for high- or low-achieving students	Ⓐ	Ⓑ	○○○○○○○
39. Student promotion and/or retention	Ⓐ	Ⓑ	○○○○○○○
40. Public accountability and reporting (to parents, district, state, etc.)	Ⓐ	Ⓑ	○○○○○○○
41. Instructional planning by individual teachers	Ⓐ	Ⓑ	○○○○○○○
42. Diagnosis of individual student needs	Ⓐ	Ⓑ	○○○○○○○

Questions 43 – 49. Has your school identified any of the following subjects as a priority in the last two years (i.e., does the subject receive special emphasis in schoolwide goals and objectives, instruction, in-service training, etc.)? Fill in **one** oval on each line.

	Yes	No	
43. Reading	Ⓐ	Ⓑ	○○○○○○○
44. Writing	Ⓐ	Ⓑ	○○○○○○○
45. Mathematics	Ⓐ	Ⓑ	○○○○○○○
46. Science	Ⓐ	Ⓑ	○○○○○○○
47. Computers	Ⓐ	Ⓑ	○○○○○○○
48. Integration of separate subjects	Ⓐ	Ⓑ	○○○○○○○
49. Other (specify ________)	Ⓐ	Ⓑ	○○○○○○○

Questions 50 – 52. Does your school have any of the following schoolwide programs? Fill in **one** oval on each line.

	Yes, required	Yes, encouraged	No	
50. Writing across the curriculum	Ⓐ	Ⓑ	Ⓒ	0000000
51. Integration of computers into the curriculum	Ⓐ	Ⓑ	Ⓒ	0000000
52. Innovative mathematics program	Ⓐ	Ⓑ	Ⓒ	0000000

53. How many computers are there in your school that are used exclusively or primarily for instruction?

On each line below, write the appropriate number in the box **and** fill in the corresponding ovals (e.g., 25 computers would be represented by a "0" on the first line, a "2" on the second line, and a "5" on the third line; 120 computers would be represented by a "1" on the first line, a "2" on the second line, and a "0" on the third line).

Hundreds	☐	⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨	
Tens	☐	⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨	
Ones	☐	⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨	0000000

54. Which of the following best describes your school's policy on the use of calculators?

Ⓐ Students are allowed to use calculators for all schoolwork including tests.

Ⓑ Students are allowed to use calculators for all schoolwork except tests.

Ⓒ Individual teachers decide about the use of calculators in their own classes.

Ⓓ Calculators are not permitted.

Ⓔ There is no school policy on calculator use. 0000000

Questions 55 – 60. How many students in your school receive the following services?

On each line below, write the appropriate number in the box and fill in the corresponding ovals (e.g., 25 students would be represented by a "0" on the first line, a "2" on the second line, and a "5" on the third line; 120 students would be represented by a "1" on the first line, a "2" on the second line, and a "0" on the third line). For these services, students may be counted more than once.

55. Subsidized school lunch and/or nutrition program

Hundreds ☐ ⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨
Tens ☐ ⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨
Ones ☐ ⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ 0000000

56. Remedial reading instruction

Hundreds ☐ ⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨
Tens ☐ ⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨
Ones ☐ ⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ 0000000

57. Remedial mathematics instruction

Hundreds ☐ ⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨
Tens ☐ ⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨
Ones ☐ ⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ 0000000

58. Bilingual education

Hundreds ☐ ⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨
Tens ☐ ⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨
Ones ☐ ⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ 0000000

59. English-as-a-second-language instruction (not in a bilingual education program)

Hundreds ☐ ⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨
Tens ☐ ⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨
Ones ☐ ⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ 0000000

60. Special education for the handicapped

Hundreds ☐ ⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨
Tens ☐ ⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨
Ones ☐ ⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ 0000000

Questions 61 – 65. Do you use any of the following community-based resources to provide instruction or services **in the school** (**not** referral services) for your students? Fill in **one** oval on each line.

	Yes, extensively	Yes, but limited use	No	
61. Community social service agencies	Ⓐ	Ⓑ	Ⓒ	0000000
62. Community health service agencies	Ⓐ	Ⓑ	Ⓒ	0000000
63. Local businesses and industries	Ⓐ	Ⓑ	Ⓒ	0000000
64. Community or church service clubs	Ⓐ	Ⓑ	Ⓒ	0000000
65. Adult volunteers	Ⓐ	Ⓑ	Ⓒ	0000000

Questions 66 – 73. Does your school do any of the following to involve parents? Fill in **one** oval on each line.

	Yes, routinely	Yes, occasionally	No	
66. Notify parents after 1-3 days of a student's unexcused absence or that the student has been sent to the office for disruptive behavior	Ⓐ	Ⓑ	Ⓒ	0000000
67. Provide information to parents about the school (e.g., publish a parent newsletter)	Ⓐ	Ⓑ	Ⓒ	0000000
68. Sponsor a PTA or PTO	Ⓐ	Ⓑ	Ⓒ	0000000
69. Notify parents of students' academic progress between report cards	Ⓐ	Ⓑ	Ⓒ	0000000
70. Consult parents about placement decisions, course selection, or choice of academic program	Ⓐ	Ⓑ	Ⓒ	0000000
71. Hold scheduled parent-teacher conferences	Ⓐ	Ⓑ	Ⓒ	0000000
72. Use parents as aides in classrooms	Ⓐ	Ⓑ	Ⓒ	0000000
73. Encourage parents to visit classrooms	Ⓐ	Ⓑ	Ⓒ	0000000

Questions 74 – 84. Are any of the following practices or programs in effect in your school this year? Fill in **one** oval on each line.

	Yes	No	
74. Minimum requirements for time spent on homework	Ⓐ	Ⓑ	○○○○○○○○
75. Consistently enforced school codes for student conduct	Ⓐ	Ⓑ	○○○○○○○○
76. Some type of performance-based compensation system for teachers (e.g., career ladder, merit pay)	Ⓐ	Ⓑ	○○○○○○○○
77. Mentoring program for beginning teachers or other teachers in need of assistance	Ⓐ	Ⓑ	○○○○○○○○
78. Before- or after-school instructional program	Ⓐ	Ⓑ	○○○○○○○○
79. Summer-school program	Ⓐ	Ⓑ	○○○○○○○○
80. Year-round school	Ⓐ	Ⓑ	○○○○○○○○
81. Before- or after-school child-care program	Ⓐ	Ⓑ	○○○○○○○○
82. Site-based planning, management, and/or budgeting	Ⓐ	Ⓑ	○○○○○○○○
83. Shared decision-making	Ⓐ	Ⓑ	○○○○○○○○
84. Dropout prevention program	Ⓐ	Ⓑ	○○○○○○○○

Questions 85 – 92. To what degree is each of the following a problem in your school? Fill in **one** oval on each line.

	Serious	Moderate	Minor	Not a problem	
85. Student tardiness	Ⓐ	Ⓑ	Ⓒ	Ⓓ	○○○○○○○○
86. Student absenteeism	Ⓐ	Ⓑ	Ⓒ	Ⓓ	○○○○○○○○
87. Student cutting of classes	Ⓐ	Ⓑ	Ⓒ	Ⓓ	○○○○○○○○
88. Physical conflicts among students	Ⓐ	Ⓑ	Ⓒ	Ⓓ	○○○○○○○○
89. Student use of alcohol or illicit drugs	Ⓐ	Ⓑ	Ⓒ	Ⓓ	○○○○○○○○
90. Teacher absenteeism	Ⓐ	Ⓑ	Ⓒ	Ⓓ	○○○○○○○○
91. Racial or cultural conflicts	Ⓐ	Ⓑ	Ⓒ	Ⓓ	○○○○○○○○
92. Student health problems	Ⓐ	Ⓑ	Ⓒ	Ⓓ	○○○○○○○○

Questions 93 – 99. How would you characterize each of the following within your school? Fill in **one** oval on each line.

	Very positive	Somewhat positive	Somewhat negative	Very negative	
93. Teachers' relations with administrators	Ⓐ	Ⓑ	Ⓒ	Ⓓ	0000000
94. Morale of teachers	Ⓐ	Ⓑ	Ⓒ	Ⓓ	0000000
95. Students' attitudes toward academic achievement	Ⓐ	Ⓑ	Ⓒ	Ⓓ	0000000
96. Teachers' attitudes toward academic achievement	Ⓐ	Ⓑ	Ⓒ	Ⓓ	0000000
97. Parental support for student achievement	Ⓐ	Ⓑ	Ⓒ	Ⓓ	0000000
98. Regard for school property	Ⓐ	Ⓑ	Ⓒ	Ⓓ	0000000
99. Relations between students and teachers	Ⓐ	Ⓑ	Ⓒ	Ⓓ	0000000

Questions 100 – 109. To what extent has each of the following served as an impetus to change in the curriculum or instructional practices within your school during the past five years? (Answer only if you have been at the school or district for at least two years.) Fill in **one** oval on each line.

		To a great extent	To some extent	Not at all	
100.	Adoption of new textbooks	Ⓐ	Ⓑ	Ⓒ	0000000
101.	District or school testing programs	Ⓐ	Ⓑ	Ⓒ	0000000
102.	State curriculum mandates	Ⓐ	Ⓑ	Ⓒ	0000000
103.	State testing mandates	Ⓐ	Ⓑ	Ⓒ	0000000
104.	Policies of accountability at the district and/or state level	Ⓐ	Ⓑ	Ⓒ	0000000
105.	Public reporting of school or district performance data	Ⓐ	Ⓑ	Ⓒ	0000000
106.	National reports (e.g., Carnegie middle school report) or initiatives of professional organizations (e.g., *National Council of Teachers of Mathematics Standards*)	Ⓐ	Ⓑ	Ⓒ	0000000
107.	Staff changes	Ⓐ	Ⓑ	Ⓒ	0000000
108.	Budget changes	Ⓐ	Ⓑ	Ⓒ	0000000
109.	Changes in student body or in student assignment policies	Ⓐ	Ⓑ	Ⓒ	0000000

Questions 110 – 115 are about the principal or head of the school.

110. Are you male or female?

Ⓐ Male

Ⓑ Female 0000000

111. Which best describes you?

Ⓐ White (not of Hispanic origin)

Ⓑ Black (not of Hispanic origin)

Ⓒ Hispanic, regardless of race

Ⓓ Asian or Pacific Islander

Ⓔ American Indian or Alaskan Native 0000000

112. If you are Hispanic, what is your Hispanic background?

Ⓐ I am not Hispanic.

Ⓑ Mexican, Mexican American, or Chicano

Ⓒ Puerto Rican

Ⓓ Cuban

Ⓔ Other Spanish or Hispanic background 0000000

113. Counting this year, how many total years of school administration experience do you have? On each line below, write the appropriate number in the box **and** fill in the corresponding ovals (e.g., 5 years would be a "0" on the first line and "5" on the second line; 12 years would be a "1" on the first line and "2" on the second line).

Tens ☐ ⓪ ① ② ③ ④ ⑤
Ones ☐ ⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ 0000000

114. What is the highest academic degree you hold?

Ⓐ Bachelor's degree

Ⓑ Master's degree

Ⓒ Education specialist's or professional diploma based on at least one year's work past master's degree level

Ⓓ Doctorate

Ⓔ Professional degree (e.g., M.D., LL.B., J.D., D.D.S.) 0000000

115. In what field is your highest degree?

Ⓐ Educational administration

Ⓑ Curriculum and instruction

Ⓒ Other educational field (e.g., mathematics education, guidance, special education)

Ⓓ A subject area other than education (e.g., mathematics, English, business)

Ⓔ Other (specify ____________) 0000000

116. How many days are in your school year for students in this sample (age 17 and grade 12)?

On each line below, write the appropriate number in the box **and** fill in the corresponding ovals (e.g., 180 days would be represented by a "1" on the first line, an "8" on the second line, and a "0" on the third line).

Hundreds ☐ ⓪ ① ② ③
Tens ☐ ⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨
Ones ☐ ⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ 0000000

117. How long is your school day for students **(in hours plus minutes)**?

Hours:
Ones ☐ ⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨

Minutes:
Tens ☐ ⓪ ① ② ③ ④ ⑤
Ones ☐ ⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ 0000000

118. How much of the school day do students spend in classes of some kind? (Exclude homeroom, lunch, recess, time spent changing classes, and study halls.)

Hours:
Ones ☐ ⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨

Minutes:
Tens ☐ ⓪ ① ② ③ ④ ⑤
Ones ☐ ⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ 0000000

119. What percentage of your students is absent on an average day? (Include excused and unexcused absences in calculating this rate.)

Percentage:
Tens ☐ ⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨
Ones ☐ ⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ 0000000

120. About what percentage of students who are enrolled at the beginning of the school year is still enrolled at the end of the school year? (Exclude students who transfer into the school during the school year in figuring this rate.)

Percentage:
Tens ☐ ⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨
Ones ☐ ⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ 0000000

Questions 121 – 123 ask about your school's teaching staff, that is, full-time staff who spend at least half (50%) of their time in classrooms providing instruction to students. (Do not include part-time personnel, teacher aides, or student teachers.)

121. How many full-time individuals are on the teaching staff?

Hundreds	☐	⓪	①	②	③	④	⑤	⑥	⑦	⑧	⑨
Tens	☐	⓪	①	②	③	④	⑤	⑥	⑦	⑧	⑨
Ones	☐	⓪	①	②	③	④	⑤	⑥	⑦	⑧	⑨

0000000

122. On the average, how many of the full-time teaching staff in your school are absent on any given day?

Tens	☐	⓪	①	②	③	④	⑤	⑥	⑦	⑧	⑨
Ones	☐	⓪	①	②	③	④	⑤	⑥	⑦	⑧	⑨

0000000

123. What percentage of the full-time teachers at the end of the 1989-90 school year is no longer at the school for reasons other than death or retirement?

Percentages:

Tens	☐	⓪	①	②	③	④	⑤	⑥	⑦	⑧	⑨
Ones	☐	⓪	①	②	③	④	⑤	⑥	⑦	⑧	⑨

0000000

Questions 124 – 132. How many of the following types of specialists or aides work in your school? Use decimal numbers to indicate less than full-time equivalent staff. On each line below, write the appropriate number in the box and fill in the corresponding ovals (e.g., 5 staff would be a "0" on the first line, and "5" on the second line and "0" on the third line; 12.5 staff would be a "1" on the first line, and "2" on the second line and "5" on the third line).

124. Remedial reading specialists

Tens ☐ ⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨
Ones ☐ ⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨
Tenths ☐ ⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨

0000000

125. Remedial mathematics specialists

Tens ☐ ⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨
Ones ☐ ⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨
Tenths ☐ ⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨

0000000

126. Bilingual education specialists

Tens ☐ ⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨
Ones ☐ ⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨
Tenths ☐ ⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨

0000000

127. English-as-a-second-language specialists

Tens ☐ ⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨
Ones ☐ ⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨
Tenths ☐ ⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨

0000000

128. Special education teachers

Tens ☐ ⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨
Ones ☐ ⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨
Tenths ☐ ⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨

0000000

129. Teacher aides

Tens ☐ ⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨
Ones ☐ ⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨
Tenths ☐ ⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨

0000000

130. Counselors

Tens ☐ ⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨
Ones ☐ ⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨
Tenths ☐ ⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨

0000000

131. Psychologists

Tens ☐ ⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨
Ones ☐ ⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨
Tenths ☐ ⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨

0000000

132. Social workers

Tens ☐ ⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨
Ones ☐ ⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨
Tenths ☐ ⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨

0000000

133. What is/are the title/s of the person or persons who filled out this questionnaire? Fill in **as many ovals as apply.**

Ⓐ Principal

Ⓑ Headmaster/Headmistress

Ⓒ Head teacher

Ⓓ Vice Principal, Assistant Principal

Ⓔ Counselor

Ⓕ Curriculum Coordinator, Department Head

Ⓖ Teacher

Ⓗ Secretary

Ⓘ Other (Specify ______________________________) 0000000

Thank you for your cooperation.

APPENDIX M
IEP/LEP QUESTIONNAIRE

SCHOOL # |___|___|___| - |___|___|___|

OMB No: 1850-0628
Expiration Date: 6/91

U.S. Department of Education
1991 High School Transcript Study

IEP/LEP STUDENT QUESTIONNAIRE

The 1991 High School Transcript Study is collecting high school transcripts of a sample of students who were twelfth graders in 1990 in selected schools across the country. The sample of students includes students with Individualized Educational Programs (IEP's) and students who are classified as Limited English Proficient (LEP). Student transcript data will be used to study the types of academic and vocational courses and resource services in which these students enroll during high school.

To obtain information on the characteristics and placements of IEP and LEP students, we are asking you to complete this questionnaire for the student identified below. None of the information collected will be released in a manner which would enable any school, teacher, or student to be identified.

This study is authorized under law (20 U.S.C. 1221e-1(l)). While your participation is voluntary, your responses are needed to make this survey accurate and complete.

Please answer directly on this questionnaire by filling in the appropriate oval or by writing your response in the space provided.

THANK YOU VERY MUCH FOR YOUR HELP

Student ID #: |___|___|___|___|___|___|___|___|

Student listed as:
☐ IEP (Please complete Sections A & B)
☐ LEP (Please complete Sections A & C)

Identify student below:

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Section A. Grade Level and Mainstreaming

(Complete this section if this student had a disability and/or limited English proficiency.)

3. What functional grade level had this student achieved in reading English in the spring of 1990?

☐ No grade level determined
☐ Lower than kindergarten
☐ Kindergarten
☐ Grade 1
☐ Grade 2
☐ Grade 3
☐ Grade 4
☐ Grade 5
☐ Grade 6
☐ Grade 7
☐ Grade 8
☐ Grade 9
☐ Grade 10
☐ Grade 11
☐ Grade 12

4 What functional grade level had this student achieved in mathematics in the spring of 1990?

☐ No grade level determined
☐ Lower than kindergarten
☐ Kindergarten
☐ Grade 1
☐ Grade 2
☐ Grade 3
☐ Grade 4
☐ Grade 5
☐ Grade 6
☐ Grade 7
☐ Grade 8
☐ Grade 9
☐ Grade 10
☐ Grade 11
☐ Grade 12

5. What percentage of the school day did this student spend in a regular class (i.e., mainstream) setting in the spring of 1990?

☐ 0%
☐ 10%
☐ 20%
☐ 30%
☐ 40%
☐ 50%
☐ 60%
☐ 70%
☐ 80%
☐ 90%
☐ 100%

Section B: Students With a Disability

(Complete this section if this student had a disability)

6. Which of the following best describes this student's disability?

☐ Multidisabled
☐ Mentally retarded
☐ Hard of hearing
☐ Deaf
☐ Speech-impaired
☐ Visually handicapped/blind
☐ Deaf/blind
☐ Emotionally disturbed
☐ Orthopedically impaired
☐ Learning disabled
☐ Other (specify) ____________________

7. How would you describe this student's condition?

☐ Profound
☐ Severe
☐ Moderate
☐ Mild

8. What percentage of the school day was this student served by a special education program in the spring of 1990?

☐ 0%
☐ 10%
☐ 20%
☐ 30%
☐ 40%
☐ 50%
☐ 60%
☐ 70%
☐ 80%
☐ 90%
☐ 100%

Questions 9-15. In the spring of 1990, did this student receive instruction in any of the following areas as part of a special education program? Fill in one box on each line.

		Yes	No
9.	Language development	☐	☐
10.	Reading	☐	☐
11.	Mathematics	☐	☐
12.	Speech (e.g., articulation, voice, speech flow)	☐	☐
13.	Self-control and deportment	☐	☐
14.	Personal care and basic life skills	☐	☐
15.	Vocational education	☐	☐

Section C. Students With Limited English Proficiency

(Complete this section if this student had limited English proficiency.)

16. What was this student's non-English language?

☐ Spanish
☐ Another language (specify) ____________________

17. What percent of the students in this school speak this student's non-English language?

☐ None
☐ 10% or less
☐ 11-20%
☐ 21-30%
☐ 31-40%
☐ 41-50%
☐ 51-60%
☐ More than 60%

18. In 1989, did this student live in a territory or country where English is *not* the dominant language?

☐ Yes
☐ No
☐ I don't know

19. What percentage of the school day was this student served by a special language program in the spring of 1990?

☐ 0%
☐ 10%
☐ 20%
☐ 30%
☐ 40%
☐ 50%
☐ 60%
☐ 70%
☐ 80%
☐ 90%
☐ 100%

Questions 20-22. Did this student receive any of the following types of instruction as a part of a special language program in the spring of 1990? Fill in one box on each line.

		Yes	No
20.	English language course designed for speakers of another language	☐	☐
21.	A course in reading and writing in the student's native language	☐	☐
22.	One or more content courses (e.g., mathematics, science, social studies) taught in the student's native language	☐	☐

23. Counting 1990, how many years had this student been in a special language program?

☐ Student was not in a special language program
☐ 1 year
☐ 2 years
☐ More than 2 years
☐ I don't know

Questions 24-27. How would you characterize this student's proficiency in English? Fill in one box on each line.

		Excellent	Good	Fair	Poor	No proficiency	I don't know
24.	Speaking	☐	☐	☐	☐	☐	☐
25.	Understanding	☐	☐	☐	☐	☐	☐
26.	Reading	☐	☐	☐	☐	☐	☐
27.	Writing	☐	☐	☐	☐	☐	☐

Thank you for your cooperation.

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APPENDIX N

WEIGHTING AND ESTIMATION OF SAMPLING VARIANCE FOR LINKED WEIGHTS

APPENDIX N

WEIGHTING AND ESTIMATION OF SAMPLING VARIANCE FOR LINKED WEIGHTS

The linked weights are developed to perform analysis on the student transcripts which are fully linked to the NAEP assessments. A separate set of weights had to be developed to analyze the linked transcripts and the NAEP assessments for the following reasons: (1) the differences between the definitions of the NAEP and HSTS populations, (2) the selection of a new student sample for the HSTS in some schools, (3) the differences in the cooperation of the schools and the students between the studies. Furthermore, since the main 1990 NAEP study consisted of four parallel sets of assessments (reading, regular mathematics, science and mathematics estimation) a separate set of linked weights were developed for reading and science, regular mathematics (print assessment), and mathematics estimation (tape assessment). In addition, a separate set of weights were provided for the students who were excluded from the NAEP assessments on the basis of a handicap or limited English proficiency.

The NAEP and the 1990 High School Transcripts Study (HSTS) used a complex sample design with the goal of securing a sample from which estimates of population and subpopulation characteristics could be obtained with reasonably high precision (as measured by low sampling variability). At the same time, it was necessary that the sample be economically and operationally feasible to obtain. The resulting sample had certain properties that had to be taken into account to ensure valid analysis of the transcript data.

The NAEP and 1990 High School Transcripts Study sample was obtained through a stratified multistage probability sampling design that included provisions for sampling certain subpopulations at higher rates. To account for differential probabilities of selection, and to allow for adjustments for nonresponse, each student was assigned a sampling weight. Section 1.1 discusses the procedures used to derive the sampling weights.

Another consequence of the sample design is its effect on the estimation of sampling variability. Because of the effects of multistage design (students within schools, schools within primary sampling units) and because of the effects of certain adjustments to the sampling weights (poststratification and weighting adjustments), observations made on different students cannot be assumed to be independent of one another. As a result, ordinary formulas for the estimation of the variance of sample statistics, based on assumptions of independence will tend to underestimate the true sample variability. Section 1.2 discusses the jackknifing technique used to estimate sampling variability.

1.1 Derivation of the Sample Weights

In order to make valid inferences about the entire population of graduated 12th-grade students from the sample of student transcripts collected and assessments, it is necessary to use the sampling weights. The weights reflect the probability sampling scheme used to arrive at the sample of students who were invited to the sessions and for whom transcripts were requested. The weights also reflect the impact of sample nonresponse at the school and the student level, and make adjustments for these groups to decrease the potential bias that might arise through differential nonresponse across population subgroups. Finally, improvements to the precision of weighted estimates results from the application of poststratification factors to the sample weights.

Since the derivation of the sampling weights and the estimation of the sampling variability are strongly related to the sample design, we will discuss the main features of the sampling design again. The more detailed discussion can be found in Chapter 6 of the *1990 High School Transcript Study Technical Report*.

The transcript study school sample consisted of schools with 12th-grade enrollment which were selected to the NAEP 1990 grade 12/age 17 main school samples. The NAEP and the 1990 High School Transcript Study surveys utilized a multistage probability sample design consisting of several stages of selection. The first-stage unit, or primary sampling unit (PSU), is a county or a group of counties. The second stage unit is a school with 12th-grade enrollment, and the third stage unit is a student enrolled in the 12th grade. Each first-stage unit was selected with probability proportional to its measure of size (PPS), and the probabilities of selection for the subsequent stages of selection were such that the overall probabilities of selection of students were approximately uniform, with exceptions for certain subpopulations that were oversampled by design.

Some schools in certain subpopulations were given a higher probability of selection. Each public school with minority (Black and/or Hispanic) enrollment in excess of 15 percent of total enrollment was given the double the probability of selection of a public school of similar size in the same PSU with minority enrollment below 15 percent. Each private school was given triple the probability of selection of a low-minority public school of similar size. These greater probabilities of selection were used to ensure adequate samples of private school students in order to allow the derivation of reliable estimator for such students. Lower sampling rates were also used for very small schools (those schools with only 1 to 19 eligible students). This was done in an optimum manner to reduce the variances per unit of cost. The estimation of population characteristics must take disproportionate representation into account. This is accomplished by assigning a weight to each respondent, where the weights appropriately account for the sample design and reflect the appropriate proportional representation of the various type of individuals in the populations.

The final student weight was constructed in five steps. The first step was to construct the student base weight (or design unbiased weight) which is the reciprocal of the probability of inclusion of a student to a particular session. The second step was to adjust the student base weight for the schools which could not be linked to NAEP assessments, i.e., the noncooperating schools for both studies and the cooperating schools where a new student sample had to be drawn for the HSTS, so that the weighted estimates for the students obtained from the linked schools will also represent the non-linked schools. The third step was to adjust the student weight to compensate for the nonresponse in the NAEP assessments. In the fourth step, the school nonresponse adjusted student weights were poststratified, so that the estimates obtained by using the poststratified weight for certain subpopulations agreed with independent estimates. The independent estimates were obtained from Current Populations Survey (CPS) estimates for various student subgroups. These poststratified estimates have a smaller mean squared error than would have otherwise been obtained. The final step was to adjust the poststratified student weight for the graduated students with transcripts to compensate for missing transcripts.

1.1.1 Student Base Weight

The student base weight is the reciprocal of the probability of inclusion of a student to a particular session. The base weight for the k-th student in the s-th session of the j-th school and i-th PSU, was computed as a product of four weights:

$$W^{(STB)}_{ijsk} = W^{(1)}_{i}\, W^{(2)}_{j|i}\, W^{(3)}_{s|ij}\, W^{(4)}_{k|ijs}$$

where,

$W^{(1)}_{i} = 1/p^{(1)}_{i}$,

$W^{(2)}_{j|i} = 1/p^{(2)}_{j|i}$,

$W^{(3)}_{s|ij} = 1/p^{(3)}_{k|ij}$,

$W^{(4)}_{k|ijs} = 1/p^{(4)}_{k|ijs}$,

$p^{(1)}_{i}$ is the probability of selection of the i-th PSU,

$p^{(2)}_{j|i}$ is the conditional probability of selection of the j-th school given the i-th sample PSU,

$p^{(3)}_{s|ij}$ is the conditional probability of allocation of the s-th session type given the j-th sample school and the i-th sample PSU,

$p^{(4)}_{k|ijs}$ is the conditional probability of selection of the k-th student given that he/she was assigned to the s-th session type in the j-th sample school and the i-th sample PSU.

1.1.2 School Nonresponse Adjustment

The second weighting step was to compute the school nonresponse adjustment factors to adjust the student base weight for the school nonresponse.

The HSTS school sample consists of 379 schools. Eight of these schools were found to be ineligible because they did not have any 12th-grade enrollment; 41 schools were considered as nonrespondents of which 38 refused to participate in the survey, 1 (with a 12th-grade enrollment of 3 students) provided unusable materials, and for the remaining 2 the survey materials were lost in the mail. Thus, 330 schools were respondent for the HSTS.

Table 1 shows the 371 HSTS eligible schools by their cooperating status and linked status. The table shows that out of the 330 schools participated in HSTS, 47 did not cooperate in NAEP, and 79 participated in NAEP but a new student sample had to be drawn for the HSTS. Therefore, it was possible to link the transcripts with NAEP assessment records for only the sample students in the remaining 204 schools.

Table 1. The numbers of the HSTS eligible schools by the NAEP and the HSTS cooperation status, and the NAEP and HSTS link status

	NAEP	
HSTS	Cooperated	Not cooperated
Cooperated and linked	204	0
Cooperated but not linked	79	47
Not cooperated	17	24

The main reason for nonresponse adjustment is to reduce the potential bias in the survey estimates caused by the noncooperating schools and the cooperating but not linked schools. Separate nonresponse adjustment factors were computed for certain subpopulations which are called the nonresponse adjustment classes (or cells). Within these subpopulations the students from the linked schools will also represent the students in not linked schools. The nonresponse adjustment classes were formed by classifying the PSU's and therefore the schools, by NAEP Region, PSU certainty/noncertainty and urbanicity status, and PSU high minority status.

Table 2 shows the final school nonresponse adjustment classes. There are 8 classes instead of 18 because some of the classes were collapsed with others. Without collapsing, the small sample sizes in these classes would have resulted in increased variance and given rise to unstable estimates.

A separate set of nonresponse adjustment factors had to be computed for each session type, because not all the session types were allocated to every school. Some schools were known

Table 2. The number of eligible and linked schools, and the school nonresponse adjustment factors by school nonresponse adjustment classes and by session types

			Reading and Science			Print Mathematics			Tape Mathematics			Excluded Students		
			Sample Counts		Nonresponse Adjustment Factor	Sample Counts		Nonresponse Adjustment Factor	Sample Counts		Nonresponse Adjustment Factor	Sample Counts		Nonresponse Adjustment Factor
Certainty/ Noncertainty (NC) Urbanicity	Minority Status	Region	Eligible	Linked		Eligible	Linked		Eligible	Linked		Eligible	Linked	
Certainty, MSA	All	Northeast & Central	68	29	2.234	61	23	2.247	56	20	2.234	69	30	2.236
Certainty, MSA	Low	Southeast & West	49	22	2.433	47	20	2.483	41	15	2.600	53	25	2.427
Certainty, MSA	High	Southeast & West	16	13	1.051	17	14	1.050	14	11	1.057	18	15	1.050
NC, MSA	All	Northeast & Central	58	33	1.922	57	30	1.999	46	24	1.941	63	37	1.923
NC, MSA	Low	Southeast & West	34	23	1.626	32	21	1.626	27	18	1.524	35	24	1.625
NC, MSA	High	Southeast & West	31	15	2.106	32	15	2.095	26	12	2.173	36	18	2.096
NC, NonMSA	All	Northeast & Southeast	48	24	1.537	46	22	1.548	30	17	1.313	52	26	1.541
NC, NonMSA	All	Central & West	41	27	1.267	35	23	1.270	24	16	1.236	45	29	1.268

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to be noncooperating for NAEP before the actual session allocation was carried out. Consequently, no session was allocated in these schools. However, in adjusting for school nonresponse, it was assumed that all session types have been allocated in these schools, and thus these schools were treated as nonrespondent for all session types.

The school weight, the reciprocal of the overall probability of selection of the j-th school in the i-th PSU, $W^{(SC)}_{ij}$, was computed as:

$$W^{(SC)}_{ij} = W^{(1)}_{i} * W^{(2)}_{j|i}.$$

The school nonresponse adjustment factor was computed for each nonresponse class and for each allocated session type as:

$$SCNRAF_{s\alpha} = \frac{\Sigma_{i\epsilon S(s\alpha)} W^{(SC)}_{\alpha i} W^{(3)}_{s|\alpha i} G12_{\alpha i}.}{\Sigma_{i\epsilon SR(s\alpha)} W^{(SC)}_{\alpha i} W^{(3)}_{s|\alpha i} G12_{\alpha i}}$$

where,

> $SCNRAF_{s\alpha}$ is the school nonresponse adjustment factor for the s-th session type and the α-th nonresponse adjustment class,
>
> $W^{(SC)}_{\alpha i}$ is the school weight for the i-th school in the α-th school nonresponse adjustment class (for a substitute school, the school weight is the school weight of the original school for which it substituted),
>
> $W^{(3)}_{s|\alpha i}$ is the session allocation weight for the s-th session type for the i-th school in the α-th school nonresponse adjustment class,
>
> S(sα) is the collection of all eligible (linked and not-linked) original sample schools at which the s-th session type was allocated in the α-th school nonresponse adjustment class (not substitute schools),
>
> SR(sα) is the collection of all linked schools at which the s-th session type was conducted in the α-th school nonresponse adjustment class (including the substitute schools which replaced some of the noncooperating schools),
>
> $G12_{\alpha i}$ is the 12th-grade enrollment for the i-th school in the α-th school nonresponse adjustment class.
>
> The school nonresponse adjustment factors by session type are shown in Table 2.

1.1.3 NAEP Student Nonresponse Adjustment

The NAEP student nonresponse adjustment factors were computed to reduce the potential bias in the survey estimates due to nonparticipation of the sample students in the NAEP assessments. A separate set of nonresponse adjustment factors were computed for each session type. The nonresponse adjustment cells were formed by classifying the students by NAEP region (northeast, southeast, central and west), PSU certainty/noncertainty and urbanicity status (certainty, noncertainty MSA and noncertainty non-MSA), and PSU high minority status (which was formed only for the southeast and west), and the age of student (18 years old and younger, and over 18). For each session type, 36 nonresponse adjustment classes would have been obtained. However, for some session types because of the small sample sizes some of the classes had to be collapsed. The following classes were collapsed:

For the print mathematics session:

Older student/Certainty/Northeast with older student/Certainty/Central

Older student/Non-MSA/Low minority/Southeast with Older student/Non-MSA/Low minority/West

Older student/Non-MSA/High minority/Southeast with older student/Non-MSA/High minority/West

For tape mathematics session:

Older student/Certainty/Northeast with Older student/Certainty/Central

Older student/Certainty/Low minority/Southeast with Older student/Certainty/Low minority/West

Older student/Certainty/High minority/Southeast with Older student/Certainty/High minority/West

Older student/Noncertainty MSA/Low minority/Southeast with Older student/Noncertainty MSA/Low minority/West

Older student/Noncertainty MSA/High minority/Southeast with Older student/Noncertainty MSA/High minority/West

Older student/Non-MSA/Northeast and Older student/Non-MSA/Southeast with Older student/Non-MSA/West

For the excluded students:

All age classes were collapsed

Certainty/Northeast with Certainty/Central

Noncertainty MSA/High minority/Southeast with Noncertainty MSA/High minority/West

The NAEP student nonresponse adjustment factor for the h-th NAEP student weight adjustment class and for the s-th session type, $STNNRAF_{sh}$ was computed as:

$$STNNRAF_{sh} = \frac{\Sigma_{i \in B(sh)} W^{(STB)}_{shi} \, SCNRAF_{shi}}{\Sigma_{i \in BR(sh)} W^{(STB)}_{shi} \, SCNRAF_{shi}}$$

where,

$W^{(STB)}_{shi}$ is the student base weight for the i-th student invited to the s-th session in the h-th nonresponse adjustment class,

$SCNRAF_{shi}$ is the nonresponse adjustment factor for the i-th student invited to the s-th session in the h-th nonresponse adjustment class,

B(sh) is the collection of all sample students enrolled in 12th grade and invited to the s-th session type in the h-th nonresponse adjustment class,

BR(sh) is the collection of all sample students enrolled in the 12th grade and invited and assessed for the s-th session in the h-th nonresponse adjustment class.

1.1.4 Poststratified Student Weight

As in most sample surveys, the respondent weights are random variables that are subject to sampling variability. Even if there were no nonresponse, the respondent weights would at best provide unbiased estimates of the various subgroup proportions. However, since unbiasedness refers to average performance over a conceptually infinite number of replications of the sampling, it is unlikely that any given estimate, based on the achieved sample, will exactly equal the population value. Furthermore, the respondent weights have been adjusted for nonresponse and a few extreme weights have been reduced in size.

To reduce the mean square error of estimates using the sampling weights, these weights were further adjusted so that estimated population totals for a specified subgroup population, based on the sum of student weights for specified type, were the same as presumably better estimates based on composites of estimates from 1987 and 1988 Current Population Survey and 1990 population projections made by the Census Bureau. This adjustment, called poststratification, is intended especially to reduce the mean squared error of estimates relating to student populations that span several subgroups of the population. The poststratification classes were defined in terms of race/ethnicity and NAEP region.

The post-stratification adjustment factor, $STPSAF_{sg}$, for the s-th session type and the g-th post-stratification adjustment cell was computed as:

$$STPSAF_{sg} = \frac{C_g}{\Sigma_{ki \in E(g)} W^{(STB)}_{gki}\ SCNRAF_{gki}\ STNNRAF_{gki}\ f_{sk}}$$

where,

C_g is the 12th grade enrollment control total for the g-th poststratification class,

$E(g)$ is the collection of all sample students enrolled in 12th grade and assessed in NAEP, and whose 18-th birthday was on or after October 1, 1989, in the g-th poststratification class,

$W^{(STB)}_{gki}$ is the full sample student base weight for the i-th student assessed for the k-th session in the g-th poststratification class,

$SCNRAF_{gki}$ is the school nonresponse adjustment factor for the i-th student assessed for the k-th session in the g-th poststratification class,

$STNNRAF_{gki}$ is the NAEP student nonresponse adjustment factor for the i-th student assessed for the k-th session in the g-th poststratification class,

f_{sk} is th k-th element of the vector $\mathbf{f}_s$ which is defined as follows (where k is an index for the session types: reading and science print mathematics, tape mathematics, and the excluded students):

For s = reading and science: $\mathbf{f}_s = (1,0,0,1)$;
for s = print mathematics: $\mathbf{f}_s = (0,1,0,1)$;
for s = tape mathematics: $\mathbf{f}_s = (0,0,1,1)$;
for s= the excluded students: $\mathbf{f}_s = (16/27,8/27,1/9,1)$.

Note that $\mathbf{f}_s$ is the transpose of $\mathbf{f}_s$.

The poststratification cells, the independent estimates, and the poststratification factors by session types are shown in Table 3.

Table 3. The control totals for the students 18 or younger and enrolled in the 12th grade, and the poststratification factors by poststratification classes and the session types

		12th-Grade students	Poststratification factor			
Race/ethnicity	Region	Count	Reading and science	Print math	Tape math	Excluded students
Black, not Hispanic	All	305,359	1.61	1.47	1.76	1.58
Hispanic	All	173,571	1.01	1.08	1.01	1.03
White, not Hispanic	Northeast	462,262	1.02	0.99	0.93	1.00
White, not Hispanic	Southeast	343,317	0.81	0.79	0.70	0.79
White, not Hispanic	Central	546,337	1.20	1.17	1.29	1.20
White, not Hispanic	West	452,671	1.26	1.12	1.14	1.20
Other	All	97,544	0.88	0.92	0.99	0.90

Note that although the poststratification factors were derived using only data for students born on or after October 1, 1971, the factors shown in Table 3 were applied to all students within a session type defined by a given race/ethnicity and region combination, regardless of age.

1.1.5 The Adjustment of Student Weights for Students with Missing Transcripts

The HSTS student nonresponse adjustment factors were computed to compensate for missing or incomplete transcripts and to remove the potential bias on the substantive variables.

A separate set of HSTS nonresponse adjustment factors was computed for each session type. The student nonresponse adjustment classes developed for the HSTS weighting were used. Table 4 shows the unweighted counts for the students, and the nonresponse adjustment factors by the nonresponse adjustment classes for each session type.

Table 4. The sample counts for the graduated students and the graduated students with transcript and the nonresponse adjustment factors by HSTS nonresponse adjustment classes and the NAEP session types

				Reading and Science			Print Mathematics			Tape Mathematics			Excluded Students		
				Sample Counts			Sample Counts			Sample Counts			Sample Counts		
Region	Age	Ethnicity	Sex	Graduated	Graduated with Transcript	Nonresponse Adjustment Factor	Graduated	Graduated with Transcript	Nonresponse Adjustment Factor	Graduated	Graduated with Transcript	Nonresponse Adjustment Factor	Graduated	Graduated with Transcript	Nonresponse Adjustment Factor
West	All	Black & Hispanic	Male	255	249	1.024	117	114	1.043	42	42	1.000	35	34	1.145
West	≤ 18	Black & Hispanic	Female	267	265	1.015	123	123	1.000	51	51	1.000	12	12	1.000
West	> 18	Black	Female	6	6	1.000	4	4	1.000	3	3	1.000	5	5	1.041 (1)
West	> 18	Hispanic	Female	44	44	1.000	15	15	1.000	7	7	1.000	9	8	--
West	≤ 18	White & Other	Male	607	595	1.018	293	284	1.033	124	119	1.041	17	14	1.143 (2)
West	≤ 18	White & Other	Female	693	678	1.017	367	363	1.018	141	139	1.009	13	12	--
West	> 18	White & Other	All	236	230	1.023	97	92	1.058	36	36	1.000	52	46	1.156
All other	≤ 18	All	All	5,008	4,959	1.011	2,496	2,481	1.007	1,010	997	1.016	71	61	1.153
All other	> 18	Black	All	185	184	1.006	103	100	1.029	42	41	1.036	41	36	1.191
All other	> 18	All other	All	749	738	1.012	331	327	1.012	131	131	1.000	109	99	1.079

Note: (1) For the excluded students the adjustment classes "weut/>18/Black/female" and "west/>18/Hispanic/female" are combined.
(2) For the excluded students the adjustment classes "west/<18/White & Other/female" and "west/<18/White & Other/male" are combined.

The student nonresponse adjustment factor for a student assessed for the s-th session type and in the p-th nonresponse adjustment class, $STHNRAF_{sp}$, was computed as:

$$STHNRAF_{sp} = \frac{\Sigma_{i\epsilon G(sp)} W^{(STB)}_{spi}\ SCNRAF_{spi}\ STNNRAF_{spi}\ STPSAF_{spi}}{\Sigma_{i\epsilon GR(sp)} W^{(STB)}_{spi}\ SCNRAF_{spi}\ STNNRAF_{spi}\ STPSAF_{spi}}$$

where,

$W^{(STB)}_{spi}$ is the student based weight for the i-th student assessed for the s-th session type and in the p-th nonresponse adjustment class,

$SCNRAF_{spi}$ is the school nonresponse adjustment factor for the i-th student assessed for the s-th session type in the p-th nonresponse adjustment class,

$STNNRAF_{spi}$ is the NAEP student nonresponse adjustment factor for the i-th student assessed for the s-th session type in the p-th nonresponse adjustment class,

$STPSAF_{spi}$ is the poststratification adjustment factor for the i-th student assessed for the s-th session type in the p-th nonresponse adjustment class,

G(sp) is the collection of all graduated students assessed for the s-th session type and in the p-th nonresponse adjustment class,

GR(sp) is the collection of all graduated students with transcript assessed for the s-th session type in the p-th nonresponse adjustment class.

1.1.6 The Final Student Weight

The final student weight was obtained as a product of the student base weight, the school nonresponse adjustment factor, the NAEP student nonresponse adjustment factor, the poststratification factor, and the HSTS student nonresponse adjustment factor.

$$W^{(ST)}_{spgh\alpha i} = W^{(STB)}_{spgh\alpha i} SCNRAF_{s\alpha i} STNNRAF_{shi} STPSAF_{sgi} STHNRAF_{spi}$$

where,

$W^{(STB)}_{spgh\alpha i}$ is the student base weight for the i-th student assessed for the s-th session type in the α-th school nonresponse adjustment class and the h-th NAEP student nonresponse adjustment class and the g-th poststratification class and the p-th HSTS student nonresponse adjustment class,

$SCNRAF_{s\alpha i}$ is the school nonresponse adjustment factor for the i-th student assessed for the s-th session type in the α-th school nonresponse adjustment class,

$STNNRAF_{shi}$ is the NAEP student nonresponse adjustment factor for the i-th student assessed for the s-th session type in the h-th NAEP student nonresponse adjustment class,

$STPSAF_{sgi}$ is the student poststratification factor for the i-th student assessed for the s-th session type in the g-th poststratification class,

$STHNRAF_{spi}$ is the HSTS student nonresponse adjustment factor for the i-th student assessed for the s-th session type in the p-th HSTS nonresponse adjustment class.

Table 5 presents statistics for the distribution of the weights by session type: the base weight, and the weights obtained after each stage of adjustment leading to the final student weight.

1.2 The Estimation of Sampling Variability and the Replicate Weights

The procedures developed to estimate the sampling variability for the NAEP and HSTS studies were also used for the linked weights. (See, the *1990 HSTS High School Transcript Technical Report*, Final, Section 6.2.)

The replicates developed for the NAEP and HSTS studies were also utilized for the linked weights. After obtaining a student base weight for each replicate, all remaining full-sample weighting steps leading to the final student weight were performed on each replicate. For each replicate: a school nonresponse adjustment factor, a NAEP student nonresponse adjustment factor, a poststratification factor, and a HSTS student nonresponse adjustment factor were computed and these factors were applied to the replicate student base weight to obtain 56 replicate final student weights.

Table 5. Statistics for the weights by adjustment stage and by session type

Reading and Science

	n	mean	median	max	cv(%)
Student base weight	9,979	148.9	126.0	519.2	59.9
Adjusted for school nonresponse	9.979	259.7	216.7	677.8	54.5
Adjusted for NAEP student nonresponse	8,343	310.7	261.1	823.5	55.7
Poststratified weight	8,343	343.3	304.5	1306.2	59.1
Adjusted for HSTS student nonresponse	7,948	347.0	305.7	1338.4	59.3

Print Mathematics

	n	mean	median	max	cv(%)
Student base weight	4,963	303.9	261.4	984.7	62.5
Adjusted for school nonresponse	4,963	535.5	497.7	1614.9	57.1
Adjusted for NAEP student nonresponse	4,104	647.5	578.4	2256.3	58.4
Poststratified weight	4,104	689.4	645.1	2855.8	61.0
Adjusted for HSTS student nonresponse	3,903	693.9	649.4	2718.2	61.0

Table 5. Statistics for the weights by adjustment stage and by session type (continued)

Tape Mathematics	n	mean	median	max	cv(%)
Student base weight	1,919	816.3	718.5	2105.6	55.5
Adjusted for school nonresponse	1,919	1382.5	1297.7	3228.8	49.7
Adjusted for NAEP student nonresponse	1,636	1621.7	1515.2	4152.9	51.1
Poststratified weight	1,636	1741.2	1509.1	7028.7	60.3
Adjusted for HSTS student nonresponse	1,566	1759.9	1520.1	7279.6	60.5

Excluded Students	n	mean	median	max	cv(%)
Student base weight	499	95.1	88.2	234.0	50.8
Adjusted for school nonresponse	499	163.1	153.5	357.2	51.0
Adjusted for NAEP student nonresponse	473	172.1	155.3	555.6	60.0
Poststratified weight	473	196.7	174.1	665.6	61.9
Adjusted for HSTS student nonresponse	327	220.2	200.0	767.3	62.0

APPENDIX O

1990 ADDITIONS TO THE CLASSIFICATION OF SECONDARY SCHOOL COURSES

1990 ADDITIONS TO THE CLASSIFICATION OF SECONDARY SCHOOL COURSES

16.0501	Dutch 1
16.0502	Dutch 2
16.0503	Dutch 3
16.1361	French for Native Speakers 1
16.1362	French for Native Speakers 2
16.1363	French for Native Speakers 3
16.1364	French for Native Speakers 4
23.0161.0	English Skills 1 for Visually Impaired
23.0162.0	English Skills 2 for Visually Impaired
23.0163.0	English Skills 3 for Visually Impaired
23.0164.0	English Skills 4 for Visually Impaired
32.0201	Resource Room (Non Special Education)
	tutorial assistance for academic subjects; learning laboratory; general academic support
51.0101	Executive Internship
	internship with business or government executives; introduction to concepts of management and delivery of service through close association with business, government and community leaders
51.0102	Executive Internship 2
56.2301.2	Resource Language Arts/English 1
	resource English; resource language arts; learning problems English; basic English/language skills; vocabulary development
56.2302.2	Resource Language Arts/English 2
56.2303.2	Resource Language Arts/English 3
56.2304.2	Resource Language Arts/English 4

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